

## *Transcript and Journal*

<b>1</b>	<b>Introduction</b>	<p>Hello and welcome to <b><i>My Portable Mentor</i></b></p> <p><b>Session#1. Introduction</b></p> <p>I will launch this mentoring series by sharing three brief stories: 1. My personal path to coaching, 2. A little known fact about how the International Coach Federation was born, and 3. The origin of my definition of coaching.</p> <p>But FIRST, let's create some context with who we are called to be as coaches.</p> <p>The coaching paradigm is grounded in a core belief that every human being has within them their own innate wisdom. Our job is to help our clients raise their awareness, so they can access their own innate wisdom.</p> <p>So, what does it take to be a coach who stands FOR this belief and operates FROM this belief? And what is important about living in alignment with this belief?</p> <p>When we are being our true self and doing what empowers us to be our true self, we are more present and available to life. We have more access to our own innate wisdom, strengths, and authentic power - in service to ourselves and our clients.</p> <p>If we want more joy, satisfaction, fulfillment, peace, ease, or freedom in our lives, then the place to start is to claim our inner wisdom and natural greatness. We are bright lights in the natural state of our true self. Being anything less is a</p>	<i>Journal Notes:</i>
----------	---------------------	--	-----------------------

## *Transcript and Journal*

		<p>diminishment of our essential nature. And this is what we hold for our clients.</p> <p>This is also why we recognize that who we are BEING has more to do with the power and effectiveness of our coaching than skills or tools we bring to the conversation.</p> <p>When I first learned the guiding principles of coaching, for example "suspend judgment, promote empowering language, hold the client's agenda, and promote wholeness and balance," I thought they were guiding principles for coaching conversations. Surprise, surprise! They seeped into my bones and became a way of <i>living</i>.</p> <p>And THEN I saw a vision of a world transformed, where people of all walks of life are living these principles – and the possibility that this planet earth could be a place where people are free to be living their greatness.</p> <p>When we help our clients to access their own wisdom and strengths and live true to their vision and values, we are helping them build their own capacities. That's empowerment. That's helping them learn to fish versus handing them a fish.</p> <p>When I child was in school I was a straight A student, and Valedictorian of my HS graduating class. Other kids would come to me for help with their studies, and I ate up the attention, especially from the boys. Years later as an adult I was an apartment manager and my residents came to me for my advice. I played roles of mother, sister, friend,</p>	
--	--	--	--

## *Transcript and Journal*

		<p>mentor, and apartment manager. And I relished their attention.</p> <p>When I discovered coaching in 1992, this paradigm of empowerment resonated so deeply with me, that when I practiced suspending my suggestions and opinions – asking versus telling – I noticed a deep meaningful – transformational shift within myself. It was the shift from feeding my ego to feeding my soul. Now I enjoy the reward and the fulfillment of seeing my clients access their own authentic power and greatness.</p> <p>What brings you a sense of fulfillment?</p> <p><i>Story #1: My personal path to coaching.</i> I have been a full time coach now for 22 years. In my prior life I was a work-a-holic. In 1989 the circumstances in my life brought me to my final fry-out as a work-a-holic. I was working 16-18 hours a day 6-7 days a week and it was never enough and never good enough. By that point, I couldn't hold a glass of water without spilling it. I took time off and went to the Oregon coast and walked the beach for a week. As I walked, I began to see clearly how I was driven by fear of being judged, and how I was leaving myself out of the equation of life – giving all my power away to those fears. I saw how I couldn't blame anyone else but myself – for doing this to myself - and <i>that</i> was a bitter pill to swallow.</p> <p>And then I realized that I had gifts and strengths that were benefitting others, but they were not benefitting me. I had ruined intimate relationships and I had ruined my health.</p>	
--	--	--	--

## *Transcript and Journal*

		<p>I decided to take the leap of faith and put myself in the center. It took me a year to unravel many those addictive behaviors and build healthier, self-empowering behaviors. And, as I did, the magic was happening – like the universe was rushing in to support me on my path to recovery.</p> <p>I started attracting entrepreneurs who wanted to be more successful in their business. Intuitively, from my own recovery process I facilitated them in an inside out process of discovering their essential nature and learning how to live true to who they are, and they began having breakthroughs personally and professionally. I called the process “Living Your Vision.” And I realized <i>this</i> is my vocation of destiny.</p> <p>Then in 1992 I met Laura Whitworth, who later became the founder of Coaches Training Institute, CTI, and she invited me to take her pilot coaching course with Henry House. I said to Laura, “Well, I can’t imagine wanting to be a coach.” Ha! I have no idea what I thought coaching was as the time, but my guess is that I couldn’t image working with a client without doing this deep transformational work first. At any rate, she convinced me to take the course when she said, “Fran, if you work with people, these skills are transferrable.”</p> <p>I attended their pilot coaching course, discovered this was already who I was being and what I was doing, became a flag waving champion for coaching, and hired Henry House as my first coach.</p> <p>The rest is “history,” as they say.</p>	
--	--	---	--

## *Transcript and Journal*

		<p>Story #2: A little known fact about how the International Coach Federation was born. 1995 a small group of visionaries based in San Francisco, California, formed the first International Association for coaches called Personal Professional Coaches Association, PPCA. In 1996 the board met in Sedona Arizona and generated a 20 year vision: <i>We are weaving coaching into the fabric of Living.</i></p> <p>At the time ICF was the alum association for Coach U, but the president of ICF spun it off to a stand-alone international association. What happened that year was two international associations competed for the same market for their annual conferences – only three weeks apart from each other.</p> <p>So the board members of both associations got together for a landmark conversation in Atlanta, Georgia. We chose to let go of our individual attachments, and together, commit to what would best serve coaches and the coaching profession. We came out of that meeting with ONE International association, ICF. And so it was that in the spirit of partnership, collaboration, passion, and vision these were the founding forces and values of our coaching profession.</p> <p>Story #3. The origin of my definition of coaching. It's October 1998, Orlando, Florida. We are attending the 1998 ICF conference. Board members and committee members have been working virtually for two years developing our definition of coaching, our Standards for Ethical Conduct,</p>	
--	--	---	--

## *Transcript and Journal*

		<p>the 11 Core Competencies, and the accreditation requirements for coaches and coaching schools. As Chair of the credentialing committee, I had the privilege of announcing the roll out for the credentialing programs. What amazing accomplishments! And what a celebration it was! We had been driven by inspired urgency to put all this in place before any regulating body could swoop in and tell us who and how and what we are.</p> <p>At the gala banquet Julio Olalla was our key note speaker, and he spoke so eloquently of the spirit and soul of coaching, I went to bed that night in a deeply reflective altered state. The next morning there was a media event where 20 of us leaders were going to be interviewed. I had prepared my answers for the interview in advance. We were arranged in alphabetical order, so I was first, as the name of my school was the Academy for Coach Training. When I was asked to share my definition of coaching, I stood up, and this is what came out of my mouth (not what I had prepared):</p> <p><i>“Coaching is the space of unconditional love, where learning, growth, and transformation naturally occur.”</i></p> <p>What have you learned, appreciated, or valued in this introduction?</p> <p style="text-align: center;">*****</p> <p>Next week we will start with a broad view of the ICF ACC,</p>	
--	--	--	--

## *Transcript and Journal*

		<p>PCC, and MCC credentialing levels. I will share some Do's and Don'ts regarding the application process for each of the credential levels. Think of them as "hot tips" from an ICF Exam Assessor.</p> <p>Until then, <i>blessings</i> on your path!</p>	
--	--	---	--

## *Transcript and Journal*

2	ACC, PCC, MCC	<p>Hello, and welcome back! <b>This is Session #2.</b></p> <p>My intention is that this conversation will enrich your application process, no matter what level of accreditation you are preparing for: ACC, PCC, or MCC.</p> <p>As a mentor of coaches, and an ICF Assessor, I am often asked "What is the difference of the ACC, PCC, MCC credential levels?"</p> <p>There's no simple answer, <i>and</i> I will give it a go with a broad brush stroke:</p> <p>ACC – coach tends to take the presenting issue at surface level and be more focused on creating action steps than exploring of issues for deeper learning for the client.</p> <p>PCC – coach tends listen and explore for more depth; questions tend to be a mix of solution-based questions, some more responsive to the client in the moment, and some designed for deeper learning for the client. The client has made a shift.</p> <p>MCC – coach is comfortable exploring the unknown, a completely connected observer to the client, and the connection is more to the whole of who the client is being. The client has made a shift and is finding a more powerful sense of self.</p> <p>ICF says "The coach's inability to move beyond standardized coaching questions or a standardized model</p>	<i>Journal Notes:</i>
---	---------------	--	-----------------------

## *Transcript and Journal*

		<p>will result in a score below the MCC level.” I liken this point to the idea that once you have consciously mastered the art and science at the level of conscious competence, MCC level is the ability to let go and trust yourself at the level of unconscious competence.</p> <p>For those of you going for your ACC, study and practice for the PCC level. That’s the standard I hold for ACC coaches I mentor, so that when they apply for their ACC credential, they enjoy a strong sense of confidence and pass with flying colors.</p> <p>Hire a mentor who will provide you with PCC feedback &amp; hold the bar for you at the PCC level.</p> <p>Do’s &amp; Don’ts for Performance Assessment recordings.</p> <p>First of all, recognize there can be a difference between the nature of an exam conversation versus the kind of conversation you may typically have with an ongoing client. For example, let’s say you have been working with a client for a year or more. The two of you have found your particular rhythms/patterns/and permissions the assessor would not be privy to as an objective listener. The purpose of the Performance Assessment is for you to <i>demonstrate</i> the competencies. The assessor may hear assumptions on your part, or stepping over asking permission, or leading the client.</p> <p>I gave feedback to a coach I was mentoring that he was leading the client when he started off the conversation by</p>	
--	--	--	--

## *Transcript and Journal*

		<p>directing the client to close her eyes and start taking deep breaths. He explained to me that they ALWAYS start that way. I couldn't know that as the third party objective listener. IF you are going to do that with your client in an exam recording, then acknowledge the fact that this is what you are aligned on OR for the benefit of demonstration, ask the client if they are open to an attunement, and if so, what would work for them. Demonstrate that you can invite the client to lead. Make sense?</p> <p>There are several ways a competency can be demonstrated. That's what those bullets a,b,c,d, etc. are identifying under each competency. But that doesn't mean that every way a competency can be demonstrated is expected – It's only the ones that are called for we expect you to demonstrate in your Performance Assessment recordings. For example: in coaching Presence, bullet g. "demonstrates confidence in working with strong emotions, and can self-manage and not be overpowered or enmeshed by client's emotions." Obviously if the client is not exhibiting strong emotions, this becomes a "not apply."</p> <p>On the other hand, (Active Listening, for example) if the whole conversation goes by and you have missed opportunities to reflect or inquire into significant, or sometimes even subtle, shifts in the client's energy, that would be a missing.</p> <p>Don'ts – do not record coaching conversations recording in restaurants, cafes, or public places. The recorder picks up every dish rattling and every conversation at neighboring</p>	
--	--	--	--

## *Transcript and Journal*

		<p>tables. You've tuned it out, but the recorder hasn't.</p> <p>Do not record an initial discovery session for an exam recording;</p> <p>Do – choose a client for your recordings who you already have an established relationship with. Or if you choose someone new, have several coaching sessions before you start recordings. Ideally you want to record coaching sessions with clients you have worked with several times before. For PCC, submit two different clients, so ICF can see that you have a broad base of skills and flexible style. For MCC, submit all 2 or 3 recordings with the same client, so ICF can observe the depth of the relationship.</p> <p>You are required to submit the written transcription of your recordings. In preparation for submitting transcriptions, transcribe your recordings yourself – I recommend that you do not hire a friend or a professional service. Yes, it may feel tedious and time consuming, BUT the opportunity for deepening your learning is enormous.</p> <p>I recommend you transcribe at least six of your client recordings prior to selecting the ones you choose to submit - for the benefit of your learning and growth.</p> <p>Use the Core Competencies as lenses as you listen and reflect. You will become more familiar with the Competencies, and you will pick up the nuances of what you are demonstrating naturally well and you will see the opportunities you have missed.</p>	
--	--	---	--

## *Transcript and Journal*

		<p>Next time for Session#3 we will focus on ICF Core Competency #1: Meeting Ethical Guidelines and Professional Standards. Your assignment is to read Core Competency #1 in your Resource Manual. <b>On page 13</b> and the ICF Standards of Ethical Conduct (<b>pages 6-11</b>)</p> <p>To maximize the benefit of this assignment, make a note of the questions that arise for you as you read. Keep in mind that out of the 155 multiple choice questions on the Coach Knowledge Assessment exam, about one third are on the Ethics.</p> <p>Also, here is an inquiry for you to reflect on: <b><i>How important is it for me to be grounded in the Ethical guidelines of my Profession?</i></b></p> <p style="text-align: center;">*****</p> <p>You will receive an invitation to reflect on an inquiry at the end of each session. The purpose is to support you in deepening your self-discovery and expanding your learning relevant to the new topic. Reflecting on these inquiries will support you in gaining greater benefit from this mentoring program.</p> <p>For those of you who are new to Inquiry look for opportunities to invite your client to reflect on an open-ended question for the purpose of raising their self-awareness.</p> <p><b>Take a look at page 2 in your Resource Manual. You</b></p>	
--	--	---	--

## *Transcript and Journal*

		<p><b>will find a quote by Rainer Maria Rilke that speaks to the beauty of inquiry – what it is to live in the question versus searching for answers.</b></p> <p>Bye for now, and <i>blessings</i> on your path!</p>	
--	--	--	--

## *Transcript and Journal*

3	<p><b>Ethics – ICF Core Competency #1</b></p>	<p>Hello, and <b>Welcome to Session #3!</b></p> <p>Today we will focus on ICF Core Competency #1 Meeting Ethical Guidelines and Professional Standards. (defined as) Understanding of coaching ethics and standards and ability to apply them appropriately in all coaching situations.”</p> <p>Whether you are preparing for the on line Coach Knowledge Assessment as part of your ACC or PCC application process, or you are new to coaching, or you are a long-time experienced coach, it’s important to review the Ethics and Standards periodically and refresh your clarity and understanding.</p> <p>Write a tickler note to remind yourself to read the Ethics every six months or at least once a year. I do that at the beginning of each year as part of my annual personal and business review and planning process. I typically see something new or I see something differently every time that helps me stay conscious of my ethical responsibilities.</p> <p>In preparation for their credentialing application process, I am often asked by coaches I am mentoring, “How do I prepare for the Coach Knowledge Assessment? I recommend getting together with 2-3 other coaches by phone or face to face and walking through the Ethics line by line together. Discuss how this would be honored as an external coach or as an internal coach. Ask yourselves, “What situations would test these standards for me?” Also, bring your burning questions to your mentor coach, or your colleagues at your local chapter meetings.</p>	<p><i>Journal Notes:</i></p>
---	---	---	------------------------------

## *Transcript and Journal*

		<p>Keep in mind with your Standards of Ethical Conduct, there are no easy answers. Consult with your trusted advisors whenever you are uncertain about how to respond or deal with a sticky situation.</p> <p>At the very least, ensure that you are clear and grounded in the following:</p> <ul style="list-style-type: none"> <li>• Confidentiality – mean? How honor?</li> <li>• Clarify expectations and roles – yours and your client’s</li> <li>• Establish clear agreements - have a professional contract in writing</li> <li>• Clarify distinctions – What coaching is/isn’t - How is coaching different than counselling, consulting, mentoring</li> <li>• When and how is it appropriate to refer your client to another professional</li> <li>• Be clear about your personal/professional boundaries – your ability to hold true to yourself, your self-care, values, and guiding principles</li> <li>• Conflicts of interest – how do you recognize one when the opportunity presents itself, and how you will resolve a potential conflict of interest from becoming an issue</li> </ul> <p>Here is an empowering practice: Design your own Personal Code of Conduct. Consult the ICF Standards of Ethical Conduct as a reference and create 6-10 guidelines for your personal code of conduct as a professional coach. Commit</p>	
--	--	---	--

## *Transcript and Journal*

		<p>yourself to honoring these ethical standards so fully that these are the ways you are recognized visibly with your potential clients, clients and in your community.</p> <p>Next time for Session #4 we will begin discussing Establishing the Coaching Agreement, Core Competency #2. This will be Part One of two sessions focused on Contracting for the conversation. Your assignment is to review Core Competency #2 in your Resource Manual <b>(page 14)</b></p> <p>In preparation for Session #4, here is your inquiry to ponder: <b><i>What is important about establishing a coaching agreement?</i></b></p> <p style="text-align: center;">*****</p> <p>Meantime. Blessings on your path!</p>	
--	--	--	--

## *Transcript and Journal*

4	<p>Establishing the Coaching Agreement ICF Core Competency #2 <b>Part one</b> <b>Contracting</b></p>	<p>Hello and Welcome to <b>Session#4</b>.</p> <p>Today we will focus on Establishing the Coaching Agreement, Core Competency #2. (defined as) "Ability to understand what is required in the specific coaching interaction and to come to agreement with the client about the coaching process and relationship."</p> <p>When you reviewed this competency, you probably notice that it reads like guidelines for establishing the coaching relationship. That's right. It's been over 20 years since these competencies were designed, and they have withstood the test of time brilliantly. With regarding to comp #2, we have learned over the years that for the purpose of an exam, we are listening for how well you establish the agreement for the conversation.</p> <p>So, we are going to assume you have already come to agreement with the client about the coaching process and relationship. Perhaps this took place in your initial session, foundational session, or discovery session – whatever you call it.</p> <p>We will focus on the establishing the coaching agreement in a specific coaching interaction.</p> <p>Today, I am going to outline six key elements for establishing a highly effective, and empowering coaching agreement for a <u>specific coaching conversation</u>. These are elements that your ICF Performance Assessment assessors listen for when you submit recordings for your credential</p>	<p><i>Journal Notes:</i></p>
---	--	---	------------------------------

## *Transcript and Journal*

		<p>application.</p> <p>Before I begin, let me ask you: what is important about establishing a coaching agreement? You and the client are setting up a clearly articulated and aligned on goal for the conversation. Now you have clarity and alignment in partnership with the client AND you have a specific focus, so you can take the client to deeper levels of self-discovery and learning about themselves and a clear direction for the conversation. And you can redirect back to that center post if the conversation drifts off track.</p> <p>THAT means that what you don't have:</p> <ul style="list-style-type: none"> <li>• is a rudderless conversation, that meanders all over the ocean</li> <li>• a coach assuming what the client's priorities are, or trying to figure out which path to take</li> <li>• a coach trying to manage a broad array of issues that the client has presented, which dilutes the opportunity for deeper work.</li> </ul> <p>Briefly, here are the six key elements that will help you gain greater mastery of this core competency and create a framework for a transformational conversation:</p> <ul style="list-style-type: none"> <li>• Focus – What topic, issue or concern has the client brought to the session.</li> <li>• Outcome – What does the client want to accomplish in this conversation.</li> <li>• Motivation – What is important to the client about achieving this outcome.</li> </ul>	
--	--	---	--

## Transcript and Journal

		<ul style="list-style-type: none"> <li>• Measure for success – Setting up a way to measure the client’s movement or progress.</li> <li>• Periodic check in, if needed – ensuring you are on track with where the client wants to go</li> <li>• Check in at the end – checking in on the measure for success related to the outcome they wanted to accomplish.</li> </ul> <p>Today we will explore #1 and #2 – Focus and Outcome. In our next session we will explore the other four elements.</p> <p><b>1. Focus of the conversation.</b> Understand the client’s issue and their relationship to their issue:</p> <ul style="list-style-type: none"> <li>o Establish and align on a FOCUS</li> <li>o GO DEEPER: Explore for the issue underneath the issue; It’s a pretty well-known fact that the client’s presenting “issue” is rarely the “real” or underlying issue.</li> <li>o As a place to start, explore for specificity if the client has presented a broad focus of several issues at once; chunk it down from a broad focus to a more specific focus. For example instead of accepting “finances,” as the client’s focus, and making an assumption on that surface level, help the client discover the aspect of their finances that is of most concern for this conversation. Maybe it’s about debts, savings, expenses, foreclosure, generating income, etc. At this point you don’t know, and maybe your client isn’t that aware yet either).</li> </ul>	
--	--	---	--

## *Transcript and Journal*

		<p style="text-align: center;">This is a place, by the way, where I hear a lot of beginning coaches leap right to asking coaching questions</p> <p>The more specific the focus, the deeper you can go in the conversation. It's challenging to cover a really broad topic and get any meaningful traction. Better to go for discovering and clarifying the deeper underlying issue. For example, let's say you had "finances" as a presenting issue. Then, probing further you have identified it's an issue with her savings, and through your continued questioning you learn that it's her challenge with establishing the habit of building savings that is a deeper issue. And through your Active Listening you help the client recognize it's her frustration and self-judgment about not being able to establish the habit of saving that is her underlying issue.</p> <p style="color: green;">2. Key element #2 is establishing a desired outcome for the conversation</p> <ul style="list-style-type: none"> <li>o Clarify a desired OUTCOME – What does the client want to accomplish? This can reveal their broader "want," but most importantly for this conversation, what do they "want" to accomplish in this conversation. Now you will have an aligned-on goal for this conversation.</li> </ul> <p>Example: let's say the client indicates that concern with his mounting debts are his greatest financial concern. As an exam assessor, I hear a lot of beginning coaches dive in right here, on the basis of assumption, or need to provide a</p>	
--	--	---	--

## *Transcript and Journal*

		<p>solution, and they start asking coaching questions. RESIST the temptation, and instead help the client discover a desired outcome. THIS IS the coaching! You see? This question helps the client dig DEEPER to discover what they really want.</p> <p>So now you could ask something like, "In terms of your concern about your debts, what would you like to accomplish today?" Let's say, the client indicates "I want to design a plan to clear up my debts by the end of the year," OR "I want to learn how to be comfortable about living with my student debts," or "I want to change my habits so I do not continue to build debts." Getting to this level of specificity is empowering for the client and YOU!</p> <p>Notice how different each of these responses are. By resisting the temptation to make any assumption, you will help the client get really clear on what they want to shift or change in their relationship to their debts.</p> <p>Now you ensure you and your client are clear and aligned, so you have a goal for the conversation. And your coaching process would be very different, depending on his response to that question.</p> <p>One time I spent the first 25 minutes of a session with my client on establishing his desired outcome. The question he was addressing was essentially, "What do you want?" This WAS the coaching, you see? He was doing a lot of inner work, reflecting on that question.</p>	
--	--	---	--

## *Transcript and Journal*

		<p>Some beginning coaches tell me they just want to get past establishing the coaching agreement, so they can get to the coaching. THIS IS THE COACHING, folks!</p> <p style="color: green;">That's your bumper sticker for today: Establishing the coaching agreement IS the coaching.</p> <p>Next time we will discuss Establishing the Coaching Agreement, Core Competency #2. Part Two of Contracting. Your assignment is to practice what you have learned today about Focus and Outcome with every coaching conversation until we meet again.</p> <p>Here is your inquiry to ponder: <b><i>What does my client want?</i></b></p> <p style="text-align: center;">*****</p> <p>Until then, Blessings on your path!</p>	
--	--	--	--

## *Transcript and Journal*

5	<p>Establishing the Coaching Agreement ICF Core Competency #2 <b>Part two Contracting</b></p>	<p>Hello and welcome back! Welcome to <b>Session 5</b>.</p> <p>In our last session #4 we explored two of the six elements that will help you gain greater mastery of core competency #2 and help you create a framework for a transformational conversation:</p> <p>The first two were Focus and Ideal Outcome. In this session, we will explore the remaining four: motivation, measurement, checking in, and closure.</p> <p style="color: green;"><b>3. Motivation: What is important to you about _(the outcome they want)___?</b></p> <ul style="list-style-type: none"> <li>o Explore the client’s motivation (or importance) for achieving that outcome. What does this mean for you? Impact? In other words, you are going for an understanding of the client’s relationship to their issue</li> <li>o Other questions you could ask: Benefit? Value? How will your life be different?</li> <li>o Listen for values, strengths, beliefs, vision, passion – these will be the power tools for your coaching AND power tools for the client to access whenever they are challenged by obstacles on their path.</li> </ul> <p>Here is a Personal Example: through a series of questions that my coach asked me, we established that my focus was to create a communication system for connecting with the people on my data base. My desired outcome was to get clarity on what would be an effective system. My</p>	<p><i>Journal Notes:</i></p>
---	---	---	------------------------------

## *Transcript and Journal*

		<p>motivation for achieving that outcome was that I want to be making a contribution/making a difference in life – not just with the people in my data base. Now my coach knows that contribution is a top value for me, and that became a “power tool” for my coach and a key awareness for me, as we continued the coaching conversation towards achieving greater clarity for I want to accomplish.</p> <p>This is my favorite part, because this part of the conversation can reveal values, beliefs, strengths, vision, passion – what energizes the client. I pay attention and carry those into the coaching as empowering tools, helping the client access their point of power. We will talk more about those in part three of establishing the coaching agreement.</p> <p style="color: green;">4. <u>Establish a measure for success for the outcome</u> (sometimes I hear coaches asking for a measure for success, but they haven’t tied it to the outcome.)</p> <ul style="list-style-type: none"> <li>o Establish a base line measurement. Where are they now related to the outcome they want? Where do they want to be by the end of the conversation?</li> <li>o Co-create way to measure the accomplishment; scaling give the client the opportunity to reflect within – see where they are, weigh the variables. Objectively with a 1-10 or 1-100, or subjectively:</li> <li>o How will you know you have achieved what you wanted to accomplish? Look like? Feel like?</li> </ul>	
--	--	--	--

## *Transcript and Journal*

		<p>What’s important about establishing a measure for success? It’s a tool for helping the client get even more connected, clear and motivated about the outcome they want to achieve. And they get to learn more about their relationship to their issue.</p> <p>Continuing my example, My measure for success is about the clarity I want. I said “I am at a 5 out of 10, because I have already researched and learned what I don’t want my communication system to look like. By the end of the conversation I’ll be happy if I am at an 8.”</p> <ul style="list-style-type: none"> <li>5. <b>Check in periodically, if needed</b>, to see if you are on track. If not, or the client has changed direction, re-contract for a new agenda or direction.</li> <li>6. <b>At closure, check in on the measure for success, related to desired Outcome</b> <ul style="list-style-type: none"> <li>o Inquire to raise awareness on where the client is now in relationship to what they wanted to accomplish. This helps the client measure their own progress and acknowledge their movement or accomplishment.</li> </ul> </li> </ul> <p>One time my client was at a 5 on a 1-10 scale, and at the end of the conversation she reported she was at a 2, which surprised me after all the awareness raising we did. She explained that it was GOOD news, because what she learned is that she had a lot more work to do to get to the result she wanted.</p>	
--	--	---	--

## *Transcript and Journal*

		<p>NOTE: motivation, measurement, and check at end all tie directly back to the desired outcome.</p> <p style="color: red;">I have provided you with a resource document on <b>Establishing the Coaching Agreement</b>. It's with your materials. I think you will find it helpful as a guide sheet.</p> <p>Next time: we will focus MORE on Establishing the Coaching Agreement: In Part three on this competency we will explore the difference between a problem solving approach and a deepening the client's learning approach.</p> <p>Your assignment this week is to practice the six elements of an empowering contract. It may feel formulaic at first, but after a while, as you begin noticing the extraordinary difference it makes, you will begin mastering the art of establishing a coaching agreement.</p> <p>Your inquiry in preparation for Session #6 is: <b><i>How do I help my client deepen their self-discovery?</i></b></p> <p style="text-align: center;">*****</p> <p>Until then, Blessings on your path!</p>	
--	--	--	--

## *Transcript and Journal*

6	<p>Establishing the Coaching Agreement</p> <p>ICF Core Comp #2  <b>Part three</b>  <b>Problem solving versus client's learning</b></p>	<p>Hello again, and welcome to <b>Session # 6!</b></p> <p>Establishing the Coaching Agreement, Core Competency #2. Part three – We are continuing our conversation on their competency with a specific focus on facilitating the client's learning versus problem solving.</p> <p>Today let's talk about the difference between a problem solving approach and deepening for the client's learning (or underlying issue) approach. When you demonstrate greater focus on facilitating the client's self-discovery process – more learning about "self" - you will be coaching in the PCC and MCC range of the core competencies.</p> <p>What's important about this distinction? As a rule, a problem solving conversation will certainly deliver value for the client with a presenting "problem" or issue solved. Let's equate this approach to the Confucius philosophy that says "hand a man a fish and he eats for a day."</p> <p>By taking the learning approach, we can equate it to "teach a man to fish, and he eats for a lifetime." When we can help our clients raise their self-awareness, access their authentic power, and build their own capacity to resolve their life and work issues, we have supported their self-empowerment at a deeper and broader scope.</p> <p>I am famous for equating this idea to my Titanic analogy. Let's say the client's goal is to organize the deck chairs on the Titanic. We accept this at surface level without probing for underlying issues and together, within the hour we have</p>	<p><i>Journal Notes:</i></p>
---	--	---	------------------------------

## *Transcript and Journal*

		<p>accomplished the task of arranging the chairs in neat rows. The client feels good about the <i>accomplishment</i> and the <i>aesthetics</i> of the finished product (two of our client's values). The fact remains, the ship is going down and the underlying issue has not been addressed.</p> <p><i>I know</i> –the analogy breaks down ultimately, but hopefully it does plant a visual that brings home the point.</p> <p>Let's explore another Example. Your Client says she is "uncertain" about what to do.</p> <p>Solution path questions: "Tell me more about what you are uncertain about. What are you thinking about doing? What have you tried so far?"</p> <p>Learning path questions: "What is it like to feel uncertain? What is your relationship to uncertainty?" "What is a metaphor for the uncertainty you are feeling right now?" "What do you want to be feeling?"</p> <p style="color: green;">Here is your Bumper sticker for today: Coach the client's <b>relationship</b> to their issue, versus coach their issue.</p> <p>This is a biggie for you fixers! On this point, I would LOVE to support you in having a breakthrough. When you master the art of focusing your attention on facilitating your client's relationship to their issue instead of going into problem solving mode you will notice a qualitative shift in the power and effectiveness of your coaching. You will shift from driving and leading to empowering your client in building</p>	
--	--	---	--

## *Transcript and Journal*

		<p>capacities to resolve their issues going forward. And you will experience that soul fulfillment I talked about earlier, versus ego food.</p> <p>By the way: while we are on this topic, contrary to what you might believe, <u>You rarely need the details of the client's issue.</u> Here is a personal story to illustrate:</p> <p>I was mentoring a coach a while ago in preparation for his PCC application process. He asked to coach me on an authentic issue, so that I could give him feedback. My presenting issue was a decision I was struggling to make. Through the benefit of his questions, My desired outcome was this:</p> <p>"I want crystal clarity "yes" or "no." My motivation was to free myself up from the mental and emotional energy drain associated with my inability to decide. My measure for success was "how I will know is - I will feel freed up and energized with the clarity."</p> <p>He commenced by asking me questions about my relationship to decision-making, such as: "How are you about decision-making?" "What does it cost to be indecisive?" "What is the benefit of remaining indecisive?" "How do you want to feel?" etc. – all about my decision-making process.</p> <p>I reached a deep insight – and by the way, what was underneath my presenting issue was very surprising and unexpected for me, a concern that I was not conscious of until he kept probing. He helped me uncover a core</p>	
--	--	--	--

## *Transcript and Journal*

		<p>unconscious fear of embarrassment and humiliation that I might have to face. Bottom line, I got to crystal clarity, deciding "YES," in the end. My insight was transformational for me in the fact that I accessed a strength that gave me the power tool for making my decision and giving me back my energy.</p> <p>And, guess what? My coach never knew what I wanted to decide about. He didn't need to know the content, because he focused on the context – the coaching process – not on fixing my issue.</p> <p>You want to know what it was about, don't you? Ok, I'll tell you. The decision I was struggling with was whether or not to attend a conference out of state and the early bird rate was expiring the very next day. Taken at surface level, one might assume it was about the money. But, I repeat, he never needed to know the detail of the decision I wanted to make.</p> <p>I am going to admit, that one of my biases – drives me crazy, when I hear a coach ask "Tell me more about ..." OK, sometimes it's the right question to ask, but most often it's heading down the bunny trail of coaching the issue!</p> <p>if you are a coach who believes you <i>have</i> to hear the story or all the details, <i>let it go!</i> Now, I am not talking about the times that your client really needs to be heard. I understand that, but if you are holding onto the belief that you need to hear the details, you are getting in your own way and you are especially getting <i>in the client's way</i>.</p>	
--	--	---	--

## *Transcript and Journal*

		<p>Your Assignment is to Practice this lesson between now and the next session, so you will be ready to learn the Four Power Tools that we will explore next time.</p> <p>In preparation for Session #7, here is an inquiry for you to ponder: <b><i>How do I shine the light on the client's greatness?</i></b></p> <p>*****</p> <p>Until then! Blessings on your path!</p>	
--	--	--	--

## *Transcript and Journal*

7	The Four Power Tools	<p>Hello! and welcome to Session #7. Today we will explore the Four Power Tools.</p> <p>When I bring any of the Power Tools to a coaching conversation, they are empowering for the client. By the way, sometimes I call them the “Wholeness Tools.” And sometimes I call them the “WHO TOOLS.” Why would I call them the WHO tools? Because they call forth the client’s greatness - who the client is being.</p> <p>What are my four favorite Power Tools? Values, Strengths, Beliefs, and Qualities of Being. When I invite any one or more of these into the conversation, they help the client go deeper to what I call the “transformational zone.” It’s the deeper territory where the client can raise their self-awareness, change their perspective, or shift their relationship to their issue.</p> <p>I have a saying: If transformation isn’t happening, coaching isn’t happening. What do I mean by transformation? I mean the client achieves a shift in perception, or a shift in their relationship to their issue that frees up energy and strengthens their ability to move forward and or take action towards their ideal outcome.</p> <p>When I hear the client’s values, core strengths, core beliefs or qualities of being in the coaching conversation, and I reflect them for the client’s benefit, or I invite the client to</p>	Journal Notes:
---	----------------------	--	----------------

## *Transcript and Journal*

		<p>explore them, I shine the light on opportunities for the client to raise their positive self-awareness and build self-empowering capacities.</p> <p>Let's look at each one more specifically:</p> <p>Values: are what is intrinsically important and most meaningful to us. Examples of reflecting a value: "I hear you honoring your value of family in that choice you made."</p> <p>Or an example of inviting the client's exploration: "What values will you be honoring when you choose to go back to school?" Your client will learn for himself over time and be more aware of his values and how to apply them for any decision or choice-point he comes to in his life.</p> <p>Here is your bumper sticker for today: Our quality of life is directly related to the extent we honor our values. Our quality of life is directly related to the extent we honor our values. So, help your client discover their values, and then help them learn to live more true to their values as an empowering life tool.</p> <p>The other thing about values to keep in mind is this: any conflict or concern is often a conflict of values. You can help your client explore what values are at stake. You can help your client raise their awareness, so they gain a new perspective that frees them to be at choice.</p>	
--	--	---	--

## *Transcript and Journal*

		<p>Here is an example: Client says: “I want to go to my grandmother’s funeral, but I am concerned about how much that will cost to fly across the country.” Values in conflict could be: family, loyalty, and financial stewardship. What other possible values do you hear? PAUSE</p> <p>I have provided a resource document on Values Clarification for you. You will find it with your materials.</p> <p>Strengths: Core Strengths are intrinsic – skills are more developed. Sometimes it may take a strength or two to develop a skill. For example, it may take my strengths of courage, tenacity, and discipline for me to learn the skill of speaking the Chinese language, or learning to further develop my leadership effectiveness.</p> <p>Also, my visible demonstration of strengths may show up as character qualities. As a coach we acknowledge our clients when we see them visibly demonstrating qualities of their character. For example: “I see you being courageous, tenacious, and disciplined.” So the client’s strengths are courage, tenacity, and discipline, and the qualities of their character are courageous, tenacious, and disciplined.</p> <p>Some of my top values may also be core strengths. But I think generally it takes our strengths to honor our values. For example I have a value of gratitude. It’s my natural core strength of optimism that helps me honor my value of</p>	
--	--	--	--

## *Transcript and Journal*

		<p>gratitude. Integrity is one of my top values. Sometimes it takes my strengths of courage to tell the truth, trust and faith in the process, or my natural strength of organization and attention to detail.</p> <p>Beliefs: The dictionary defines belief as an acceptance that certain things are true or real. Our beliefs drive our behaviors and our behaviors impact our results.</p> <p>Limiting beliefs typically reside in our unconscious mind. Our behavior acts out our limiting beliefs, which typically produce unwanted results.</p> <p>Conversely, empowering beliefs drive behaviors that can produce more desirable results.</p> <p>For example: Your client's belief is "I am not capable." You help her discover that her behavior is playing small or holding back, and her results are lack of confidence, missing opportunities, and the phone isn't ringing.</p> <p>What does your client want for results? She says: I want to be feeling confident, and I want to be a successful entrepreneur." What behaviors does she need to cultivate to the results she wants? She says, "I need to show up BIG, dress for success, and express my passion." You help her discover the empowering belief that will support her to cultivate those behaviors. She says "The empowering belief</p>	
--	--	--	--

## *Transcript and Journal*

		<p>I will claim is that “I am capable.”</p> <p>You see how that works? Through your active listening, you can utilize beliefs as an empowering Power Tool.</p> <p>I have provided a resource document on working with Empowering Beliefs. You will find it with your materials.</p> <p>Qualities of Being: ICF Core Competency #7 Direct Communication is about the ability to use language that has the greatest positive impact for the client: Acknowledge your client for who they are being. Reflect the qualities of their character that they are demonstrating in present moment of your conversation, or in the stories of their challenges or accomplishments. For example: Courageous, Brave, Creative, Responsible, Vulnerable, or Resilient.</p> <p>I love this quote by Kevin Cashman, author of Leadership from the Inside Out. He says, “Being is our true nature, our core, our source, our inner Self. Being is the essence at the deepest level of our character supporting all action and achievement. Understanding and unfolding our inner Self-our Being – may be unfamiliar territory to many people. However, practices for gaining familiarity with Being can be learned.”</p> <p>Seize opportunities to reflect your client’s greatness, so they raise their self-awareness of who they are being.</p>	
--	--	---	--

## *Transcript and Journal*

		<p>I have provided you with a resource document on Qualities of Being. You will find it with your materials</p> <p>Your assignment is to practice the Power Tools, and in preparation for Session #8, read Core Competency #3 Establishing Trust and Intimacy with the Client in your Resource manual (page 15 ).</p> <p>Your inquiry to ponder is: How do I demonstrate personal integrity, honesty and sincerity?</p> <p>*****</p> <p>Until then, Blessings on your path!</p>	
--	--	---	--

## *Transcript and Journal*

8	<p>Establishing Trust and Intimacy with the Client</p> <p>ICF Core Comp #3</p>	<p>Hello! And Welcome to <b>Session #8!</b></p> <p>Today we are going to focus on Establishing Trust and Intimacy with the Client, Core Competency #3. (defined as) Ability to create a safe, supportive environment that produces ongoing mutual respect and trust.</p> <p><i>I love this competency!</i> You may recall it's such a key in my personal definition of coaching "the sacred space of unconditional love where learning, growth and transformation naturally occur." Coaching is an environment of safety and trust.</p> <p>Trust. It's a well-known fact that trust and a sense of safety are key to establishing and maintaining an empowering environment for your coach-client relationship. Human beings have a core need to be seen and heard. When a client feels seen and heard, they feel safer and have more trust in you and in the coaching process.</p> <p>What stands out for me about trust and intimacy is the fact that every human being has a fundamental need to be seen and heard. This understanding came so clear to me a few years ago when I was training social service professionals in the coaching approach to working with people living in low income situations and with the homeless. Their clients were people living in daily crisis, with multiple issues on their plates. The fundamental key to helping these people build capacities and shift circumstances was being with them in the moment and letting them know they are seen and heard. Until that safety and trust was established, nothing</p>	<p><i>Journal Notes:</i></p>
---	--	--	------------------------------

## *Transcript and Journal*

		<p>moved.</p> <p>Turning to <b>page 15</b> in your Resource manual, notice the bullets - a,b,c,d,e,&amp; f – these are ways that trust and intimacy can be visibly demonstrated in a coaching conversation. As it is with all the competencies, this doesn't mean that each and every one of these has to be demonstrated in every coaching conversation, but when they are called for and they are not demonstrated, that's a missing for an exam assessor observing the conversation, and it can be a missed opportunity for deepening the client's learning.</p> <p>Intimacy is about vulnerability – meaning, the client feels safe enough to share their deeper feelings or their concerns or fears and be open to exploring sensitive territories. Obviously non-judgment is a key safety factor. And there are others to be aware of:</p> <p>I especially appreciate 3.d. which says "Demonstrates respect for client's perceptions, learning style, and personal being."</p> <p>We want to honor, respect, and be sensitive – We don't want to jeopardize trust by making light of something they said, or stepping over something sensitive or significant.</p> <p>Asking permission is another way. I suggest asking permission – not just to coach in sensitive areas, but also to offer feedback, observations, or suggestions as well. Otherwise When these are provided to the client in an</p>	
--	--	---	--

## *Transcript and Journal*

		<p>unsolicited manner, we may send an unspoken message that says, "I don't think you are capable" of figuring it out for yourself. A simple "May I offer?" will suffice.</p> <p>Another point about asking permission. Ask, then Pause. I've observed coaches ask, but not pause to give the client the opportunity to speak their choice. That's leading with your agenda. Offering the client the opportunity to choose if they want to hear your feedback or observation shows respect – and that reinforces safety, trust and intimacy. And reinforces that we are inviting the client lead the dance.</p> <p>Showing concern with a tone of empathy in your voice builds safety and trust. Or, verbally, using your words, like, "That must be hard." <i>Difficult, challenging.</i></p> <p>Demonstrate integrity. For example, if you suddenly notice you got distracted and missed what the client said, acknowledge the fact to the client, and get back into focus. Your client will appreciate your humanity and your transparency. And that's demonstrating respect.</p> <p>If you are attached to your own performance or agenda you will end up leading the client and that will have an impact on trust, safety, and respect. I like to put it this way: "Invite the client to lead."</p> <p>Your bumper sticker for today is "Invite the client to lead." Hold the client in the driver's seat, so they can build their self-esteem, self-confidence and their capacities to resolve their own issues.</p>	
--	--	---	--

## *Transcript and Journal*

		<p>Demonstrate your respect by inviting the client to lead. Ask questions like: "Where do you want to go from here?" "What do you think about that?" "How do you feel about that?" "Which way do you want to go?" "Which direction do you want to explore?"</p> <p>Next time: Your assignment in preparation for session #9 is to read Core Competency #4 Presence <span style="color: red;">page 16</span> in your Resource Manual.</p> <p>Practice noticing your Presence in your coaching conversations, and reflecting on your level of mastery with this competency. On a scale of 1-10? (1 low/10 high). What would you rate yourself on your level of mastery with Presence? <span style="color: red;">PAUSE</span></p> <p>Your inquiry to ponder is: <b><i>What does it take to be fully present as a connected observer to the client?</i></b></p> <p style="text-align: center;">*****</p> <p>Until then! Blessings on your path!</p>	
--	--	---	--

## *Transcript and Journal*

9	<p>Coaching Presence</p> <p>ICF Core Comp #4</p>	<p>Hello! And Welcome to <b>Session #9</b>.</p> <p>Today we will focus on Coaching Presence, core competency #4. (defined as) Ability to be fully conscious and create spontaneous relationship with the client, employing a style that is open, flexible and confident.</p> <p>Where Trust and Intimacy is about being seen and heard, Coaching Presence is about connection – the ability to be fully conscious and create spontaneous relationship with the client, employing a style that is open, flexible, and confident. Let’s unpack this definition.</p> <p>Fully conscious – being fully present in the moment. Your deep listening and awareness of the words, tone and of the subtle energies – you notice. Having access to your intuition.</p> <p>Spontaneous – again, about being in the moment, responding to the client’s behavior or expressions – to their subtle or significant shifts in energy. Asking powerful questions that respond to the client in the moment, versus formulaic questions from your agenda.</p> <p>An example I experienced with a client: Mary’s goal was to shift into a life pattern of ease and flow and out of a long term pattern of what she called “surging.” Pushing, chasing rabbits, overwhelm, out of balance, making things happen. As she was checking in at the beginning of our session, I noticed she was talking faster and faster, winding up tighter and tighter and getting more intense as she detailed her</p>	<p><i>Journal Notes:</i></p>
---	--	--	------------------------------

## *Transcript and Journal*

		<p>plans for the upcoming week. I was feeling that intensity in my own body at that point - the very energy of "surging" that she wanted to change. So I intervened, asking Mary to "pause" and I requested permission to reflect what I was observing. When I did, she went silent and then burst into tears. The coaching conversation took a turn and went deeper at that point, as she allowed herself to shift into self-compassion.</p> <p>Open – the quality of openness - not attached to your agenda. Open to not knowing. The more willing I am to not know, the more empowering the coaching. <i>The more willing I am to not know, the more empowering the coaching.</i></p> <p>Flexible – dancing in the moment. Letting the client lead the dance. Letting go of your attachment to direction and agenda.</p> <p>Confident – mastery with your self-management – not getting enmeshed in the client’s story, drama, or emotions – staying centered and grounded - holding a safe, neutral space for the client.</p> <p>When you are not running <i>your</i> agenda you can be a more connected observer to the client. I often hear beginning coaches keeping the client in their head throughout the conversation. At the more advanced levels of your mastery you will learn to connect more to the whole of who the client is, and consequently, help the client access more of the whole of who they are: beyond thinking, this can include inviting the client to explore their heart, body,</p>	
--	--	---	--

## *Transcript and Journal*

	<p>feelings, creativity, values, strengths, or beliefs.</p> <p>I recommend an exercise to help you gain greater mastery with your Presence competency: As you go through your daily life, pick one of these "Presence skills" as your theme focus for the day. (Fully Conscious, Spontaneous, Open, Flexible, Confident) Listen for opportunities to reflect or inquire with that "Presence skill." No need to speak it out loud. Just notice. Unless, of course you see the opportunity for contribution. (Please avoid the risk of annoying your family and friends, though!)</p> <p>When you practice these in your daily life, you will carry these capacities through into your coaching conversations naturally and seamlessly. There will be no need to flip a switch into your coaching mode. Make sense?</p> <p>Next time: In our next session #10 we will explore Active Listening. Your assignment is to prepare by reading <b>page 17</b> in your Resource Manual.</p> <p>Also, here is your inquiry to ponder: <b><i>How do I listen as a learner?</i></b></p> <p style="text-align: center;">*****</p> <p>Until then! Blessings on your path!</p>	
--	---	--

## *Transcript and Journal*

10	<p>Active Listening</p> <p>ICF Core Comp #5</p>	<p>Hello! Welcome to <b>Session #10!</b></p> <p>Our focus is Active Listening. Core Competency #5. (defined as) Ability to focus completely on what the client is saying and is not saying, to understand the meaning of what is said in the context of the client’s desires, and to support client self-expression.</p> <p>Active listening is a whole body experience. You are listening to the client’s words, of course – and the client’s choice of words can be very telling. For example, my client says, “Yes, maybe I will,” that leaves a question in my mind of his level of commitment. MY client says, “I want to be successful.” That leaves a question in my mind as to what my client’s definition of success is.</p> <p>Active listening is also about listening beyond or underneath the words. You are listening with more than your ears, or with your eyes, if you are face to face. When I am on the phone or Skype I often have my eyes closed. This helps me listen more deeply with my sensing awareness, and have greater access to my intuition. That helps me hear subtle shifts in the client’s energy. Your physical body is a listening instrument, picking up tones and intensities, emotions, or moods.</p> <p>Looking at the Competency #5 b. It says “Hears the client’s concerns, goals, values and beliefs about what is and is not possible. As your exam assessor, how would I know you heard your client’s concerns, goals, values or beliefs? I would know because you reflected what you heard or you</p>	<p><i>Journal Notes:</i></p>
----	---	---	------------------------------

## *Transcript and Journal*

		<p>inquired or invited the client into exploration.</p> <p>#5 d. says, Summarizes, paraphrases, reiterates, mirrors back what client has said to ensure clarity and understanding. That is such a powerful tool. It's often amazing how a simple mirroring back to the client their own words can be so powerful for the client to hear themselves, raising their awareness. With beginning coaches I do, however, often observe an overuse of this skill. The client says something. The coach reflects, The client says something, The coach reflects. The client says something, the coach reflects. The coach is missing opportunities to ask powerful questions that will take the client deeper into self-discovery.</p> <p>#5g. is about bottom lining. It can be challenging to work with someone who has a habit of storytelling that takes the focus off topic or gets into too much detail that isn't needed or relevant. Two tips that might help, if you encounter this.          1. As soon as you notice with a new client this is a pattern, you might have an off line conversation for feedback and exploration with the client on how the two of you will align and partner for holding the focus. 2. Another tip that works well for me is as soon as I hear the client taking off on a side rail, story or too much detail, I speak their name. "Mary." The client pauses, and this give me the opening to insert a question that brings us back on track, OR check in with the client to see if this is relevant to the focus. Once when I intervned like that, my client said, "Oh thank you! I just couldn't stop myself!"</p>	
--	--	--	--

## *Transcript and Journal*

		<p>Listen for the Power Tools. Remember those? When you hear them, reflect the client’s values, strengths, or beliefs - also who they are being: qualities of their character they are demonstrating in the course of your conversation or are being revealed in their story. For example: courageous, creative, resourceful, responsible... Reflecting these helps the client to see aspects of themselves they may not have yet recognized for themselves. These are key nuances that when reflected can be transformational points in a coaching conversation.</p> <p>Oh, and please avoid “guessing.” For example, “Do you mean XYZ?” NO. Avoid “guessing” which is doing the work for the client. You have just missed an opportunity for the client to dig deeper within themselves. <i>Ask your client what they mean.</i></p> <p>Here is your Bumper sticker on this point is: <b>Let the client do the heavy lifting.</b> Another place to invite them to do the heaving lifting is summarizing. Avoid the temptation to summarize for your client. Invite your client to summarize their action steps, intention, or accountabilities. That way they get to anchor for themselves.</p> <p>Here is an exercise to deepen your listening skills. In your day to day life, pick a focus for the day (values, strengths, beliefs, character qualities, etc.) choose one. Listen, for example, for “values” in every conversation. When you hear a value, name it silently to yourself. Now when you are in a coaching conversation you will hear values with greater</p>	
--	--	--	--

## Transcript and Journal

		<p>ease.</p> <p>Next time: In Session #11 we will focus on Powerful Questioning. Done effectively, your Powerful Questions come in response to your Active Listening. In preparation, read Core Competency #6 Powerful Questioning <b>page 18</b> in your Resource Manual</p> <p>Here is an Inquiry for you to ponder: <b><i>How do I ask questions that create new learning?</i></b></p> <p>*****</p> <p>Until then! Blessings on your path!</p>	
--	--	---	--

## *Transcript and Journal*

11	<p>Powerful Questioning</p> <p>ICF Core Comp #6</p>	<p>Hello! And Welcome to <b>Session #11</b>.</p> <p>Today we will focus on Powerful Questioning - Core Competency #6 (defined as) Ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the client.</p> <p>Competency 6.a says the coach "Asks questions that reflect active listening and an understanding of the client's perspective." This is where your competencies of powerful questioning, active listening, and Presence are all demonstrated with beautiful synchronicity. When your questions reflect your active listening instead of your agenda, they are coming curiously and spontaneously from being fully present in the moment - and that's reflecting your Presence. – we talked about in Session #9.</p> <p>Powerful questioning is the ability to ask questions that evoke discovery, insight, commitment or action so that your questioning will facilitate greater clarity, possibility, or new learning for the client.</p> <p>When mastering the art of asking more empowering questions – you want to move away from a problem solving mode and towards facilitating the client in deepening their self-discovery.</p> <p>Here is an exercise for you. Set an intention for your specific focus to practice. Write your intention focus word or phrase on a card and place it where it's visible while you are</p>	<p><i>Journal Notes:</i></p>
----	---	--	------------------------------

## *Transcript and Journal*

		<p>coaching. For example: the word CURIOUS. Or the word DEEPER, or the word LEARNING.</p> <p>I know, this sounds ridiculously simple. AND, I know for a fact that it really works!</p> <p>Years ago I was coaching a client who had her own coaching school. It was her belief that all coaching should be about who the client is BEING. She taught her students to ask their clients questions that explore who they are being about their issue, and to NEVER to ask a question like, "What do you want to "do" about it?" Knowing that was my client's philosophy, I got very practiced at asking the being questions.</p> <p>When exam assessors hear your questions designed for exploring the client's wholeness, for finding their hidden gifts, and strengths; for learning more about themselves and how they can carry that learning forward they will rate our coaching at the PCC or MCC level.</p> <p>At the MCC level assessors will expect to hear the coach inviting the client to apply their learning beyond the current issue to a broader scope in their life or work. For example, "How will you apply this learning in other areas of your life?" or "How will this learning impact other areas in your life?" Or, "What could this mean for your health/relationship/spiritual growth?"</p> <p>If you catch yourself asking a question that starts with "Do</p>	
--	--	---	--

## *Transcript and Journal*

		<p>you, Is there, or have you thought of"...you are surely going to lead the client from your agenda, and these closed-ended questions tend to be more solution focused than inviting the client into an opportunity for self-discovery.</p> <p>Here's another tip I learned from Laura Berman-Fortgang years ago, and it really works. When you catch yourself about to ask a closed-ended question, say the word "What" instead, and the rest of the sentence will magically transform into an open-ended curious question. So, for example, you hear yourself start to say "Do you know what you want to do?" ask instead "<i>What</i> do you know you want to do?"</p> <p>Next time: we will explore Core Competency #7 Direct Communication. Your assignment is to prepare by reviewing <a href="#">page 19</a> in your Resource Manual.</p> <p>Here is your inquiry to ponder: <b><i>How do I use language that has the greatest positive impact for my client?</i></b></p> <p style="text-align: center;">*****</p> <p>Until then! Blessings on your path!</p>	
--	--	---	--

## *Transcript and Journal*

12	<p>Direct Communication</p> <p>ICF Core Comp #7</p>	<p>Hello and welcome to <b>Session #12</b>.</p> <p>Today we will focus on Direct Communication, Competency # 7 defined as the coaches "ability to communicate effectively during coaching sessions, and to use language that has the greatest positive impact on the client.</p> <p>There are periods of time when I am assessing an average of 10 ICF exams a month, for ACC, PCC, or MCC applicants. Plus, over all the years I have observed coaching conversations for coaches that I have been training or mentoring, THIS competency, in my experience, is the most overlooked and most underutilized for Direct Communication</p> <p>ICF Core Comp #7.</p> <p>In this session it is my desire to raise your awareness on a few key ways to demonstrate this competency, but more importantly, to show you ways to use language that will provide significantly more positive impact for the client.</p> <p>Direct versus directive – Direct means being clear, succinct, and without judgment in sharing feedback. Following your request for permission to "offer," here are some examples:          "I hear a pattern of apology. You are frequently saying "I'm sorry."          Or,          "Your tone sounded confident, as you described your interview."          Or,</p>	<p><i>Journal Notes:</i></p>
----	---	--	------------------------------

## *Transcript and Journal*

		<p>“You stated that you wanted to speak up and I heard you do that as you described your conversation with your husband.”</p> <p>Directive is different. Directive is leading the client with leading questions. It can also be offering feedback disguised as an unsolicited suggestion, or your analysis.</p> <p>For example: “I think you are being apologetic.” Or, “How about noticing every time you say “I’m sorry.”</p> <p>Approval judgment - Avoid speaking approvals. These are positive judgments, and just as disempowering as negative judgments. For example; “I think that is a really good idea!” or exclamations of “Excellent” or “Very good.” These expressions are your opinions. They are about you. They don’t support your commitment to hold the client as the expert, and they perpetuate the possibility of the client depending on your opinions.</p> <p>INSTEAD, turn these around, so you are eliciting <i>from</i> the client for the benefit of their own self-awareness or learning. For example, “I noticed your energy shifted when you said that. What did you notice?” Or, “How do you feel about that idea –or insight?” This keeps the focus on the client, instead of pulling that focus away from them.</p>	
--	--	--	--

## *Transcript and Journal*

		<p>Approval judgments are distinct from the “atta girl” or “atta boy” remarks. They are judgment neutral, celebratory, and championing.</p> <p>For example: “Bravo! Congratulations! Woo Hoo! Way to Go!” And I am sure you have your own personal favorites.</p> <p>Approval judgments are distinct from Acknowledgements as well – which we will talk more about in a few minutes.</p> <p>Reframe - a reframe is a shift in perspective from a disempowering perspective to an empowering perspective. When I hear an opportunity for a reframe, I will either ask the client, “What is an empowering frame on that thought (or belief)?” Or, I will ask, “May I offer a reframe?” This sets up the client for listening to this different perspective, so they can try it on and see if it works for them.</p> <p>Examples:          “You said you only placed second in the spelling contest. What if a reframe is something like this: ‘I placed second in the contest and I learned something that will help me for the next time.’ ”</p> <p>Or,          “You said ‘I can’t establish an exercise routine.’ What about this: I’ve started to establish an exercise routine, and I am beginning to make progress. --- or I am learning about what gets in the way.’ ”</p>	
--	--	---	--

## *Transcript and Journal*

		<p>Metaphor – OH, this is a juicy one, and one of my very favorites! The opportunity with metaphor is that the client gets to access information from a different part of their brain, and explore an issue in a safer context. Exploring a metaphor opens up language that can have a profoundly positive impact for a client.</p> <p>You may think of a metaphor to offer from your intuition, or your client may speak one, or you may inquire, “What is a metaphor for your situation, or what you are feeling?”</p> <p><b>I have provided a resource document on Metaphor. You will find it with your materials.</b></p> <p>This document refers you to the work of Richard R. Kopp, PHD, highly regarded for his work published in the book <i>Metaphor Therapy, Using Client-generated Metaphors in Psychotherapy</i>. NO worries! This is completely transferrable to coaching. I have excerpted his step-by-step transformational protocol for facilitating a client in accessing and exploring deeper self-knowledge.</p> <p>Here are a few examples he offers of ways you can take a deeper dive into a metaphor image:</p> <p>Exploring sensory aspects of the client’s experience, like the setting of the image, or the action going on in the image. Let’s say, for example that my client said “My life is a soap opera.” Setting questions I could ask: “What’s your role? What’s the title of your soap opera? Where are you the stage? Who else is on stage? How long has this soap opera</p>	
--	--	--	--

## *Transcript and Journal*

		<p>been playing?”</p> <p>For a fun exercise, hit the pause button right now and reflect on some questions you could ask.</p> <p>Another example - You could explore this image in place or time: “What happened just before? Or what happens next?”</p> <p>You could also explore what they are feeling as they are in the image.</p> <p>Or, you could, at some point, invite the client to imagine changing the image, and then exploring the changed image.</p> <p>And, Kopp describes ways to invite the client to make connections between the metaphor image and the current issue or situation.</p> <p>Exploring metaphor is where you get to bring your intuition and creativity to the coaching conversation <b>BIG TIME!</b></p> <p>Space – the ability to communicate effectively also includes providing your client sufficient space – not crowding their talking, not talking over them. Think of it as breathing space or white space. Avoid rushing in as soon as they complete a sentence. As a distinction, providing space is slightly different than using silence as an active listening tool. And for you talkers, have you heard the acronym <b>WAIT?</b> It means: “Why Am I Talking?” One of the coaches I mentored finally got this habit under control by imagining duct tape over her mouth.</p>	
--	--	---	--

## *Transcript and Journal*

		<p>Acknowledgement – As a coaching trainer, mentor and ICF assessor, I have observed thousands of coaching conversations. It is my experience that the skill of acknowledgement is by far the most positively impactful and yet, least utilized of all the skills in your tool kit. When you reflect those qualities of character that you observe in your client, they experience being deeply seen.</p> <p>An acknowledgement is a reflection of who they are being as contrasted with what they are doing. For example: brave, courageous, compassionate, thoughtful, or resilient.</p> <p>An example of the difference is “Congratulations for turning in your report on time.” This does communicate appreciation for what the person did. And that’s great! Taken to the next level as an acknowledgement, it could be like: “I see that you took responsibility and demonstrated your integrity by delivering your report on time. Now you have reflected who the person was being as they took the action. It’s reflecting these qualities of character that touches a much deeper place within the client, and sends a message that they have been deeply seen for who they are. It also helps to raises their self-awareness, build confidence and esteem.</p> <p>An acknowledgement could also be a reflection of values or strengths the client is demonstrating.</p> <p>Acknowledgement helps the client raise their own self-</p>	
--	--	---	--

## *Transcript and Journal*

		<p>awareness, and can be transformational for a client in shifting their self-image.</p> <p>For those of you who are uncomfortable with this skill, or challenged to develop a level of mastery with it, know this: it doesn't have to sound stilted, formal or formulaic. You don't have to say, "I acknowledge you for your Integrity." That feels like "coach-speak," doesn't it? Just simply reflect the words – imagine you are sprinkling the words like pixi-dust when you notice them:</p> <p>courageous...bold...heroic...vulnerable...resilient....caring...honoring...creative! You see? It doesn't have to be fancy or complicated.</p> <p><b>Here is your acknowledgement bumper sticker: Reflect the client's greatness.</b></p> <p>Here is an exercise to further develop your acknowledgement skills: Practice listening for qualities of BEING in your day to day relationships and conversations. Notice the qualities that show up, and name them silently to yourself. Or, go ahead and communicate your acknowledgement! What's the risk?</p> <p><b>I have provided you with a resource document on the Art of Acknowledgment. You will find it with your materials.</b></p> <p>For Next time Your preparation assignment to review Creating Awareness CC #8 <b>page 20</b> in your Resource</p>	
--	--	---	--

## *Transcript and Journal*

		<p>Manual</p> <p>Also, here is your inquiry to ponder: <b><i>How do I help my clients make discoveries for themselves?</i></b></p> <p>*****</p> <p>Until then! Blessings on your path!</p>	
--	--	--	--

## *Transcript and Journal*

13	<p>Creating Awareness</p> <p>ICF Core Comp #8</p>	<p>Hello and welcome to <b>Session #13!</b></p> <p>Today we will focus on Creating Awareness Competency #8, defined as the coaches “ability to integrate and accurately evaluate multiple sources of information and to make interpretations that help the client to gain awareness and thereby achieve agreed-upon results.”</p> <p>At the meta view of coaching and of this competency: The number one job of a coach is creating awareness.</p> <p>That calls for a bumper sticker, doesn't it? <b>The number one job of a coach is creating awareness.</b></p> <p>Modern psychology shows us that as human beings, we need to bring the unconscious into the conscious in order to make any significant change.</p> <p>For example, if a limiting belief is unconscious it is driving behavior unconsciously. In that state of lack of awareness, there's no ability to make different, more empowering choices. If my client has a limiting belief that she is not good enough, one of her unconscious behaviors might be holding back, afraid to make contributions in her team meetings at work, and the cost of the behavior is getting passed over for promotions.</p> <p>During the coaching conversation I may hear a holding back pattern and reflect this to the client. If she is ready to hear it, she will begin to see it for herself. Now she can be at choice and she has the opportunity to design a new</p>	<p><i>Journal Notes:</i></p>
----	---	--	------------------------------

## *Transcript and Journal*

		<p>behavior practice.</p> <p>It's not our job to choose for our client or suggest what their relationship needs to be to their awareness. Our job is to simply facilitate the client is raising their own awareness. This ties directly to our coaching philosophy in which we hold the belief that every human being is creative, capable and resourceful. We honor that core belief about the coaching paradigm that everyone has within them their own unique wisdom and our job is to help them access their personal wisdom.</p> <p>No fixing. We let go of any need to fix the client's concerns, move the client to a different space, or change them. That's not our job. When we help our client raise their awareness, we trust that their inner wisdom will show them what to do with that awareness.</p> <p>That's where Active Listening again is key – listening for their indication of where they want to take their awareness - yet another example of how these competencies are so overlapping.</p> <p>I do want to clarify a point about "making interpretations" referred to in the definition for Creating Awareness. What this means is we facilitate the client to make their own interpretations. We listen for opportunities to help the client gain new perspectives and their own interpretations that move them toward what they want to accomplish.</p> <p>Competency #8 d. – I love the way this one is articulated:</p>	
--	--	---	--

## *Transcript and Journal*

		<p>Coach helps clients to discover for themselves new thoughts, beliefs, perceptions, emotions, moods, etc. that strengthen their ability to take action and achieve what is important to them.” It’s the part about “strengthening their ability” that I want to key in on. It’s not just helping the client discover a new thought, it’s more than that – it’s discovering a new thought that <i>strengthens</i> their ability to move forward.</p> <p style="padding-left: 40px;">What does it take to help the client strengthen their ability? It’s your deeper listening and reflections. It’s your powerful questioning probing for the underlying issues, and for raising your client’s awareness of their core strengths, empowering beliefs, core values, their wholeness, their authentic power, their innate wisdom, - their greatness. - whatever power tools that give them traction.</p> <p style="padding-left: 40px;">It’s my experience that there is typically an energy shift that comes with a new thought, belief, perception emotion, mood, etc. And as a result of that shift, when the client gets to the action and accountability part of the conversation, there is typically more energy available impacting their motivation to take action.</p> <p style="padding-left: 40px;">This is what I call transformation that’s showing up. The client has shifted their relationship to their issue; they have more energy and they see a way to move forward. Don’t forget to reflect their energy shifts! This is a valuable contribution to the client increasing their self-awareness.</p>	
--	--	---	--

## *Transcript and Journal*

		<p>Something I've noticed lately in assessing exams is a distinction with "What if" questions. One is it's actually a suggestion that the coaching is making. For example, "What if you took a course on public speaking?" That would probably be an unsolicited suggestion, depending on the context.</p> <p>If you asked that question within a brainstorming session where it is understood that you are each throwing out ideas, as an assessor, I would be listening to see if you are attached to that idea. If you offer the idea with a neutral tone, then great. But if you are using tone or emphasis that sounds like you are attached to the idea, then you are communicating that you are attached to the idea. For example. "OOH I know! What if you took a course on public <i>speaking</i>?"</p> <p>The third distinction is when you are building on what the client said. For example the client said "I'm afraid to do XYZ." And as the coach you ask: "What if you did?" As an assessor, I would NOT hear that as a suggestion, but rather an exploration for the client's learning. Or another possibility is I would hear it as challenging the client. Make sense?</p> <p>With mastery of the Creating Awareness competency, there is NO forcing of awareness. As an observer I will hear the conversation as a natural unfolding.</p> <p>Next time: we will focus on Designing Actions Comp #9.</p>	
--	--	---	--

## *Transcript and Journal*

		<p>Your assignment is to review Designing Action before we meet, <b>page 21</b> in your Resource Manual.</p> <p>Here is your inquiry to ponder: <b><i>How do I effectively partner with my client in designing actions or activities?</i></b></p> <p>*****</p> <p>Until then! Blessings on your path!</p>	
--	--	---	--

## *Transcript and Journal*

14	<p>Designing Actions</p> <p>ICF Core Comp #9</p>	<p>Hello! And welcome to <b>Session #14</b> on Designing Actions.</p> <p>Defined as "Ability to create with the client opportunities for ongoing learning, during coaching and in work/life situations, and for taking new actions that will most effectively lead to agreed-upon coaching results."</p> <p>This is one of my favorite competencies. There are SO many creative ways to demonstrate your Designing Actions competency, as you can see on <a href="#">page 21</a> of your resource manual:</p> <p>Brainstorming, systematically exploring the client's concerns, exploring alternative ideas and solutions, promoting active experimentation, celebrating client successes, challenging the client's assumptions, bringing forward points of view that are aligned with your client's goals, helping the client "do it now," with immediate support, and encouraging stretches and challenges.</p> <p>For today we will take a deeper dive into "brainstorming" and "helping the client "do it now."</p> <p>Before we go there, Designing Actions can be a natural progression out of your Creating Awareness. Remember in Creating Awareness - Competency 8.d. where it says: "Coach helps clients to discover for themselves new thoughts, beliefs, perceptions, emotions, moods, etc. that strengthen their ability to take action and achieve what is important to them?" That is <i>exactly</i> what happens when</p>	<p><i>Journal Notes:</i></p>
----	--	---	------------------------------

## *Transcript and Journal*

		<p>you have taken the client deep enough, through your Active Listening and Powerful Questioning. They will experience a shift and what comes <i>with</i> that shift is a release of energy, and that energy fuels their willingness and readiness to move into action.</p> <p>When that happens, you <i>hear</i> your client readiness for designing action. You don't have to make that happen. You simply allow the space for that to happen naturally.</p> <p>Now, let's talk about brainstorming in a coaching conversation. Here is how I define brainstorming – "Partnering with the client to generate an inventory of ideas, options, or possibilities, so the client has a list of choices around a desired outcome."</p> <p>What did you notice is missing from this definition? That's right. It's not our job to have the client make a choice. Our job is raising awareness. That's it.</p> <p>Usually the idea for offering the brainstorming tool is when the client has indicated they are STUCK – they believe they are out of options. OR, often it's a situation where the client is aware of an option, and it's clearly NOT an option they are willing to take.</p> <p>Here are four <i>key</i> guidelines for highly effective brainstorming:</p> <p>1. The coach inquires. Here are a couple of examples: "Would you like to do some brainstorming?" Or, "Are you</p>	
--	--	---	--

## *Transcript and Journal*

		<p>open to exploring some options?" We do not offer unsolicited ideas or advice, so we ask. As you know, this demonstrates respect and builds trust.</p> <p>2. The coach invites the client to offer the first idea, option, suggestion, and assures the client all ideas are welcome and none will be judged. My personal bias is that the client always offers the first idea. This allows the client to build experience generating from themselves, and so they are not depending on the coach to "do it" for them. This helps the client build self-esteem, self-confidence, and personal capacity.</p> <p>Usually the client has one idea for starters. They may not like the idea, but it's a place to start. I assure them I won't hold them to it – we are just throwing some ideas on the table. If they are <i>really</i> stuck, I assure them I will offer some ideas; but that it's important they come up with the first one. If they are stuck for the first one, I pull the "imagination" card. I might say something like, "Let's have fun with this. In your wildest imagination, what is one idea, option or possibility?"</p> <p>#3. The coach offers an idea without attachment. Offer your idea with neutral energy. Otherwise your client will think or feel you are attached to your suggestion. So you are NOT going to sound like this: "<i>Here's a GREAT idea! You could bring the circus to town!</i>" Even if you DO think your idea is your client's best course of action, it is important that you offer it with a neutral tone.</p>	
--	--	---	--

## *Transcript and Journal*

		<p>#4. When you have all the ideas the two of you have generated, the coach inquires: and here are some examples: "As you consider these ideas, what do you notice?" or, "What else do you need?" or, "How do you want to proceed?", or "How do you feel?" Remember, your job with the brainstorming is to generate an array of options. Now invite the client into noticing.</p> <p>Having an abundance of options could feel very different for your client from when they were stuck. Give them the space to experience this new perspective, and pay attention to where they want to go from here.</p> <p>Here are some additional tips if your client is stuck for ideas:</p> <ul style="list-style-type: none"> <li>• Invite them to bring their creativity, playfulness, humor, or imagination to the conversation.</li> <li>• Ask, "How could you find out, or how could you learn what you need to know?"</li> <li>• Simply hold silence, and give them plenty of time to ponder.</li> </ul> <p style="color: red;">I have provided you with a resource document on the Art of Brainstorming. You will find it with your materials</p> <p>Ok, let's talk a bit about helping the client "Do It Now."</p> <p>Here are some ways I have used "Do It Now" as an empowering tool:</p>	
--	--	--	--

## *Transcript and Journal*

	<p>I was face to face with my client, and she was scared about making a commitment to a accepting a promotion she was offered at work. Her heart wanted to go forward; her fear of failure was holding her back. I drew an imaginary line on the floor. Invited her to stand up. I stood beside her, and said, "I am with you. This is the threshold, on this side is holding back and staying where you are. On that side is choosing the opportunity for your growth. What will you do?" She stepped across. We celebrated her courageous step and commitment.</p> <p>I could have taken the path of inviting her to take on an inquiry. Or some other action design that would have prolonged the process. I invited her to "Do It Now." In that moment.</p> <p>Another example was with a client on the phone. He had come to three coaching sessions in a row without keeping his agreement with himself to schedule a doctor appointment. So, I said, "John, my request is that you hang up the phone, get out the yellow pages, find a doctor you can meet with this week, and call me back when you have that appointment on your calendar." And that's what he did.</p> <p>"Doing it Now" is challenging your client. It's calling them forth powerfully. It's holding your client BIG and capable. It accelerates moving them towards what they want and who they want to be being.</p> <p>Your bumper sticker for today is: <b>Invite the client to</b></p>	
--	--	--

## *Transcript and Journal*

		<p><b>lead.</b></p> <p>Next time for Session #15, we will focus on Planning and Goal Setting Core Competency #10. Your assignment is to review Planning and Goal Setting before we meet. See <b>page 22</b> in your Resource Manual</p> <p>Your inquiry to ponder will help you raise your awareness:  <b><i>How do I help my client broaden the scope of their learning and growth through their planning and goal setting?</i></b></p> <p style="text-align: center;">*****</p> <p>Until then, Blessings on your path!</p>	
--	--	--	--

## *Transcript and Journal*

15	<p>Planning and Goal Setting</p> <p>ICF Core Comp #10</p>	<p>Hello and Welcome to <b>Session #15</b>.</p> <p>Today we will focus on Core Competency #10 Planning and Goal Setting – defined as “Ability to develop and maintain an effective coaching plan with the client.”</p> <p>I set the stage for our conversation today with that inquiry: “How do I help my client broaden the scope of their learning and growth through their planning and goal setting?” What did you notice?</p> <p>This competency has been the subject of some confusion and debate as to its distinction from Designing Actions. And there are some who believe that there CAN be coaching conversations when the Planning and Goal Setting competency does not apply. I disagree, and I’ll share with you my perspective.</p> <p>My comments may be of particular interest to those of you who are preparing to submit recordings for your exams.</p> <p>When you look at the definition “ability to develop and maintain an effective coaching plan with the client,” I suggest that is our META focus with every coaching conversation happening in the context of the client’s overarching Agenda. By overarching Agenda, I mean what the client wants to accomplish - their motivation for the coaching relationship – whether it’s business development or leadership success, greater prosperity, well-being, personal or professional fulfillment – it’s their big GOAL, and the specific focus in each of your coaching conversations</p>	<p><i>Journal Notes:</i></p>
----	---	---	------------------------------

## *Transcript and Journal*

		<p>are ultimately intended to move them toward that ultimate accomplishment. RIGHT?</p> <p>So, if you will look at Competency 10, points a, b, c, d, &amp; e <a href="#">page 22</a> in your Resource Manual through this lens, you will see that these are some of the ways that Planning and Goal setting can be demonstrated in any coaching session.</p> <p>Here are three Tips for demonstrating an advanced level of this competency that will boost your coaching at your PCC and MCC levels of mastery, and further empower your client in their self-discovery learning process.</p> <p>One is to facilitate the client is exploring other aspects of designing or planning their actions or goals. For example exploring impact or consequences, or bringing creativity to the process, or exploring how the actions or goals honor their values, or reflecting on who they are being or choose to be about their intentions.</p> <p>Another one is helping the client to broaden their scope of their learning and growth, but inviting the client to imagine how they could apply their insight to other areas of their life beyond their current issue.</p> <p>And here is a third one: Reflect your client’s actions or learning to who the client is becoming or choosing to become. Or, better yet, invite the client to make the connection. It could sound like this: “You have just learned something new about yourself. How does this connect to who you are choosing to be?” or “How does this new</p>	
--	--	--	--

## *Transcript and Journal*

		<p>insight serve your life purpose?" or "How does your new-found courage support you in achieving your (XYZ) goal?"</p> <p>Experiment with these expanding approaches and observe the difference it makes for your client.</p> <p>Next time for Session #16 we will focus on Managing Progress and Accountability, Core Competency #11. Your assignment is to review Core Competency #11, <b>page 23</b> in your Resource Manual, before we meet again</p> <p>Here is your inquiry to ponder that will support your preparations: <b><i>How well do I support my client in being successful?</i></b></p> <p style="text-align: center;">*****</p> <p>Until then, Blessings on your path!</p>	
--	--	--	--

## *Transcript and Journal*

16	<p>Managing Progress and Accountability</p> <p>ICF Core Comp #11</p>	<p>Hello and welcome to <b>Session #16</b> Managing Progress and Accountability, defined as "Ability to hold attention on what is important for the client, and to leave responsibility with the client to take action."</p> <p>The KEY context for managing progress and accountability is this question you are essentially asking your client: "What will support you in being successful?"</p> <p>As you know, it's not our job as the coach to hold our client accountable. Our job is to support our clients in being accountable to themselves. For many of the clients I have worked with over the years, there was a learning curve for the client to <i>learn</i> how to be more accountable to him or herself.</p> <p>The bumper sticker regarding accountability is this:  <b>Support the client in being accountable to his or her self.</b></p> <p>So, who did I need to be to support my clients in learning how to be more accountable to themselves? FOR ME, it took, at times: Patience. Compassion. Being unattached. Championing. Cheerleading. Acknowledging. Holding them BIG. And resisting the temptation to do their work for them.</p> <p>You already have a bumper sticker for a reminder. Remember these? Invite the client to lead AND let them do the heavy lifting.</p> <p>OK, let's drill down a bit: "Ability to hold attention on what</p>	<p><i>Journal Notes:</i></p>
----	--	--	------------------------------

## *Transcript and Journal*

		<p>is important for the client” As an ICF Exam Assessor, what are some of the ways I could observe you visibly demonstrating this? I would see you:</p> <ul style="list-style-type: none"> <li>• Holding the client’s agenda throughout</li> <li>• Re-contracting, if the client’s agenda has shifted.</li> <li>• Asking the client about actions that the client committed to in previous sessions</li> <li>• Acknowledging the client for what they have done, or not done, or learned or become aware of since the previous coaching session</li> <li>• Helping the client stay on track between sessions, by facilitating them in designing success factors that will support them in staying mindful of their intentions and desired outcomes.</li> </ul> <p>Now let’s explore part two of the definition of this competency: “to leave responsibility with the client to take action.” In coaching we don’t take responsibility for the client’s actions, or their outcomes, as you know. We DO take responsibility for <i>supporting</i> them in being successful. So we go the extra mile, as their partner. With our creativity we help them design success factors for following through.</p> <p>By facilitating the client to put success factors in place – not only do they support the client in following through in the short term, but they often become new habits that help the client build long term empowering capacities. These can be as simple as putting an index card reminder note on their pillow - or setting a phone or watch alarm reminder – or</p>	
--	--	--	--

## *Transcript and Journal*

		<p>reporting in with a support buddy -- or as complex as practicing the use of a software system that streamlines their sales, or marketing, or administration functions. The coaching term we use for these are structures. Designing structures supports the client in being successful following through on the actions they intend to take.</p> <p>Here are a couple of my client examples:</p> <p>Dan was a VP in HR at a mega – global software company six months into his new job with this company, and his supervisor had given him feedback that he wasn’t demonstrating the corporate “edge.” The structure Dan designed was carrying a small stone he picked up from the driveway gravel – a stone with very rough edges. He carried it in his pocket so that every morning when he put it into his pocket and every day when he felt it in his pocket and every night when he put it on the dresser he reminded himself of what the leadership behaviors of the “edge” meant, and he paused to reflect on how well he was doing developing those attributes. As you can image, there is WAY more to that story, but you get the point (pun intended!)</p> <p>David was VP of Finance with a global company and, as this was a fairly new job, He hadn’t had some many people reporting to him before this, and so many different projects going on. “Things” were dropping through the cracks. As a result of the coaching, David chose to custom build an Excel tracking sheet to capture all his roles, responsibilities, projects, and columns for tracking progress and who would</p>	
--	--	---	--

## *Transcript and Journal*

		<p>be responsible, and the priority status, and on &amp; on. It was a work of art, and he felt much empowered thinking about utilizing it. I didn't stop there, though. I asked him: "What is going to support you in establishing the habit of using this tool?" He decided to tape an index card to the front of his computer monitor that said - <i>very simply</i>: am and pm, reminding him to open that document every morning and at the end of every work day. See? It doesn't have to be fancy. Simply designed to support the client in being successful.</p> <p>Often a client will chose to create a question to ponder between coaching sessions that will assist them in deepening or expanding their self-awareness. Experience has shown me that the power of intention only holds so long and then they forget to reflect on the inquiry. So, I ask, "How will you keep that inquiry alive for you this week?" The client may design structures like journaling, or sticky notes, or computer desk top reminders, as so forth.</p> <p>One trick I learned from one of my coaches was to bundle my inquiry with something I already do several times a day. So for example, every time I sit at a stop light, I ask myself that question. Or every time I wash my hands, or every time I walk up a flight of stairs.</p> <p>Bottom line: We support our clients in being successful following through.</p> <p>I've often heard coaches limiting the forms of accountability to only reporting mechanisms, such as an email or phone</p>	
--	--	---	--

## *Transcript and Journal*

		<p>check in. I encourage you to invite their creativity and help them design structures beyond just reporting in, that will support them to be successful.</p> <p>Oh, and here is a bias of mine – <i>and I do own this as a bias</i>. So, I'll leave it up to you. Here it is: When I hear a coach ask the client, "What can I do to support you?" My perspective is that you have just limited the playing field of possibilities for the client. In response to that question, your client is naturally going to look to see what YOU can do to support them, <i>instead</i> of providing a broader field of who or what that is available to them for support. Better to ask: "What support do you need/want? Or "What /who will support you?"</p> <p>Next time: Next time we meet we will complete this series chats. In preparation, here is an inquiry to raise your awareness: <b><i>What is important to me about being complete with my client?</i></b></p> <p style="text-align: center;">*****</p> <p>Until then, Blessings on your path!</p>	
--	--	---	--

## *Transcript and Journal*

17	Completion	<p>Hello, and Welcome to My Portable Mentor <b>Session #17</b>.</p> <p>This is our final session in this series. We will talk about completion, and I will also share with you, what I believe is the most valuable advice I can offer as your mentor.</p> <p>First completion. What do we mean by “completion” in the coaching context? How do you complete a coaching session? How do you complete a coaching contract?</p> <p>Yes, “completion” means wrapping up a coaching session, or closing a coaching contract, but essentially what is it you want to accomplish in that phase of a client relationship, whether it’s an individual session or the end of a contract? For an individual session, a completion conversation could include a check in on measurement of progress towards your client’s ideal outcome, clarifying the client’s commitments, identifying their next steps, and checking in on their learning or value from the session.</p> <p>What do you think would be the benefit of asking the client for what they valued or learned at the end of a coaching session?</p> <p>Here are some benefits to consider:</p> <ol style="list-style-type: none"> <li>1. It reminds the client that they are responsible for creating their own value.</li> <li>2. It’s an opportunity for them to raise their awareness and anchor the learning or value they have created, and</li> <li>3. I learn what my client is learning and values. I write</li> </ol>	<i>Journal Notes:</i>
----	------------	---	-----------------------

## *Transcript and Journal*

		<p>these down, so that when it comes time for a check in review or a completion conversation, I have a record to draw on, and reflect as feedback and celebration.</p> <p>As an exam assessor, sadly, I often hear the coach saying "oops, we're out of time! Good luck, see you next time!" (no kidding) The benefit of taking the time for a more robust completion conversation is the empowerment that comes with acknowledging their movement, and with clarity of their commitments and anchoring their learning and value.</p> <p>I often get asked by students, how do you know when it's time to complete with a client?</p> <p>Sometimes it's simply intuitive. For example, many years ago Laura Whitworth, founder of CTI, was my coach. She had been my coach for about two years. I was out walking the morning before my scheduled call, and I came to an intuitive realization that it was time to complete with Laura, and move on to experience a different coaching style. When I shared this with Laura at the beginning of our call, she said she had come to the same realization that morning. So coach and client came to that intuitive knowing at the same time.</p> <p>Sometime you may encounter a client who comes to a call and says they want to quit. Your gut tells you the client is avoiding something, and that they are up against the very thing that is the opportunity for them to bust through. It</p>	
--	--	---	--

## *Transcript and Journal*

		<p>has happened three times in my career, and here is what I did: I first let them know they were heard: I said, <i>"I get it and I am open to whatever best serves you. I am not attached. However I am committed to being a full partner in my support of you achieving your highest and best."</i> (You will use your words, of course) Then I asked for their permission to ask a coaching question. (They said yes.) And the coaching question was something like this: "If this fear or obstacle or consideration is the very block that is in your way to breakthrough, are you willing to face it and move through it?"</p> <p>One of the three said no, and we completed. The other two said yes, and together we worked through it. Sometimes we have to let go, and remind ourselves we are a stepping stone on our client's life-long path.</p> <p>My commitment with completion of a coaching contract is that the client is left with energy freed up for moving forward. There is no residue that lingers, drains energy or disempowers.</p> <p>You will find a couple of sample completion forms for your use with your clients with your resource materials. Feel free to customize them to your style and make them your own, as with all the materials I have provided for you.</p> <p>Ok, here it is: my <i>golden nugget</i> contribution to you as your mentor!</p> <p>If you do not already have a self-reflective habit, begin now</p>	
--	--	--	--

## *Transcript and Journal*

		<p>establishing a habit of self-reflection following your coaching conversations, so that you become a self-reflective practitioner. Reflective practice is "the capacity to reflect on action so as to engage in a process of continuous learning." Proactively reflecting on your coaching can strengthen your observer-self and lead to developmental insights and growth.</p> <p>I know for a fact, this habit will accelerate your learning and growth, and sustain your commitment to continuous learning. It's also an important way to bring together theory and practice.</p> <p>After a coaching conversation, stand back, give yourself some objective distance, and reflect on who you were being, what was your impact on your client and what was going on for your client. It's WAY more difficult to see objectively when you are IN the conversation.</p> <p>Taking this a step further, periodically record a coaching conversation (with your client's permission, of course) and listen to the recording. Better yet, transcribe your recorded conversation. Have a copy of the ICF Core Competencies handy and use those competencies as lenses for your reflections.</p> <p><b>Bottom line: I believe developing this practice may be the most important source of learning for your personal and professional development.</b></p>	
--	--	---	--

## *Transcript and Journal*

		<p>I have provided you with a resource document called the Self-Reflective Practitioner guide sheet. It will help you establish this habit. Over time, of course you may choose to customize it for yourself and that's great! Oh, and one final note: remember to practice your self-reflections in a judgment free zone!</p> <p>Ok, it is time to wrap up. In the 17 sessions of this series:</p> <p><b>What stands out for you?</b></p> <p><b>What have you learned or valued?</b></p> <p><b>What will you take forward?</b></p> <p>I would <i>love</i> to hear from you. Sharing with me will be an opportunity for <i>you</i> to anchor <i>your</i> learning! And <i>my</i> opportunity to celebrate YOU!</p> <p>Now that you have completed the series, send me an email to request your ICF Certificate of Completion for your 5 Continuing Ed units. You can submit these credits towards</p>	
--	--	--	--

## *Transcript and Journal*

		<p>any credential renewal. <a href="mailto:fran@franfishercoach.com">fran@franfishercoach.com</a></p> <p>Until <i>our</i> paths cross again, <i>Blessings</i> to you on <i>your</i> path!</p> <p><i>Fran</i></p>	
--	--	--	--