



COACH U

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Part 1 Introduction

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Chapter 1



New Coach Orientation

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Overview

○ Benefits Go to Page > 7

By fully participating in the material offered in this module, you will begin to understand the profession of coaching and evolve your own personal definition. You will gain an understanding of the coaching core competencies identified by the International Coach Federation and the steps involved in developing your coachees and providing continued structure for their growth. You will gain knowledge of the Coaching Ethics for Internal and External Coaches and learn how to apply these ethical principles in various coaching scenarios.

○ Definitions Go to Page > 8

Collective wisdom, concepts, developing, seeding, distinctions, influence, problem solving, environment, coaching competencies, principles, coaching ethics, and mentor coach.

○ Concepts Go to Page > 10

What Is Coaching?

Coaching is a catalyzing relationship that accelerates the process of great performance; it's about individuals' and/or organizations' identifying purpose and living out of that purpose.

○ Distinctions Go to Page > 24

Developing versus parenting, developing versus growing, developing versus learning, distinction versus definition, competence versus mastery, and ethics versus morals.

○ Application

Go to Page > 26

The Coaching Code of Ethics for Internal and External Coaches
The Ten Standards of the Code of Ethics
Application Exercises
Mentor Coaching
Defining Coaching
The Coach Approach

○ Resources

Go to Page > 35

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Benefits

By fully participating in the material offered in this module, you will begin to understand the profession of coaching and evolve your own personal definition. You will gain an understanding of the coaching core competencies identified by the International Coach Federation and the steps involved in developing your coachees and providing continued structure for their growth. You will gain knowledge of the Coaching Ethics of Internal and External Coaches and learn how to apply these ethical principles in various coaching scenarios.

This course is designed to:

- Define coaching as a profession
- Recognize the emerging impact coaching is having on the world
- Identify the importance of advancing the individual growth of each coachee
- Use the core coaching competencies as a framework for what happens in a coaching interaction
- Understand the importance of Coaching Ethics as guidelines for behavior in the profession, and as a means to deliver consistent value to your coachees
- Apply the Coaching Ethics to various coaching scenarios
- Explore the supportive role that a Mentor Coach can play in personal learning and how to select one
- Evolve your own personal definition of coaching

Definitions

The following are common words used to gain a better understanding of the coaching process, particularly in regard to your beginning development as a coach.

Collective wisdom: The coaching interaction is different from many other interactions in that the wisdom and brilliance of the coach and coachee are included and honored in the overall process. Although both parties benefit from the engagement, of course the person being coached has the primary focus and gain. At CoachInc.com we built our entire curriculum using the collective wisdom model, utilizing the wisdom of thousands of masterful coaches who have come before you.

Concepts: A concept is a notion or idea about something, usually formed by combining all its characteristics, facts, and particulars. It is something directly conceived, either through outside influences or through intuition. It is a theme, or image—a packaged combination of thoughts.

Developing: To develop is to bring out the possibilities in someone or something. It is to progress to a more advanced, effective, or usable state; to cause to grow or increase; to elaborate on something and cause it to expand; to cause it to mature and evolve from earlier stages to more advanced stages.

Seeding: Literally, to seed means to sow or plant something. In the context of this module, seeding means to introduce something (information, suggestions, influencing requests, ideas) in the hope of increase. A farmer seeds in the hope of a great harvest. You practice seeding in the hope of increasing the coachee's awareness and development.

Distinctions: A distinction is a discrimination made between things as being different. It is the recognition that two similar-appearing or -sounding ideas, concepts, words, or other things actually have distinct differences.

Influence: Influence is the capacity or power to produce effects in others by intangible or indirect means. A masterful coach is constantly influencing a coachee's development process, through a number of direct and indirect methods.

Problem solving: Problem solving assumes that there is a problem. The focus of coaching is to enhance one's life, developing personal strengths, creating patterns of success, and building reserves as opposed to believing that life is a problem that needs fixing.



Environment: An environment is the aggregate or combination of surrounding things, conditions, and influences, including social, cultural, relational, personal, and professional forces that shape a person's life.

Coaching Competencies: The first major milestone in developing new skills or taking the skills you have to another level is to develop competency in using those skills. In coaching, we talk a lot about competency as a true measure of effectiveness and consistency in drawing distinctions between coaching and other ways of working with people.

Principle: A principle is an accepted or professed rule of action or conduct, a fundamental law, axiom, or doctrine. It can also be a personal or specific basis of conduct or management, or a guiding sense of the requirements and obligations of conduct.

Coaching ethics: As in any profession, there is a stated set of guidelines that clearly delineate and guide a coach's behavior. Coaching ethics help both the coach and coachee, because they allow all parties to assume that certain things will and will not occur in a coaching relationship. Coaches abiding by the ethics outlined build credibility in the profession for every coach. Ethics are not suggestions but a code to consider and commit to upholding in your professional interactions.

Mentor Coach: This is a seasoned professional coach that is hired by an aspiring coach to support him or her in developing his or her coaching skills and building a coaching practice. Typically, a mentor coach is hired for his or her level of experience and expertise, in addition to the other criteria one would consider when hiring a coach. CoachInc.com students and graduates have access to ICF-certified coaches who have met our qualifications for mentoring and are designated as Professional Mentor Coaches.

“ Men can starve from a lack of self-realization as much as they can from a lack of bread. ” | **Richard Wright**



Concepts

What Is Coaching?

Coaching is a catalyzing relationship that accelerates the process of great performance; it's about individuals' and/or organizations' identifying purpose and living out of that purpose. When people are actively seeking meaning and solutions, they value partnership and support that assists them in accomplishing their goals and objectives. Historically, that kind of support has come from sources such as friends, parents, therapists, consultants, and advisors. Coaching has drawn ideas and techniques from many different kinds of support relationships and historical theories to create, formalize, and distill the best practices for masterful coaching.

Coaching is a journey of personal and professional discovery. To realize the true benefits of this journey, you must have the desire to risk, learn, and stretch to your potential, just as you will be requesting of your coachees. The skill set required to become a masterful coach is a skill set that is used regularly by people in all their interactions. This results in many people's coming into coaching claiming they have been "coaching" all their lives. We request that you let go of thinking you have been doing this all your life and consider the possibility of your own evolution and mastery of a skill set that will allow you to be with others, affecting their lives and the world at large in a profound manner. That is truly the possibility that coaching as a profession presents.

We welcome you into the global coaching community.

—The CoachInc.com community

The Process of Developing

To develop something is to bring out the possibilities within. The entire coaching process, and every coaching interaction, involves developing—a natural by-product of the coaching relationship. Developing also happens naturally in every moment of our lives. Although we continue to develop and grow all the time, often the development is "accidental," can be unhealthy, or at the least may not be intentional. As an example, humans need to eat to sustain life, but we have choices as to what and when we eat. When time is short and demand is high we may choose to eat fast food. Many people will not take time to begin their day with a bal-



anced meal and find that late into the evening they are craving one more snack. Or we may exercise an intentional choice by eating a potato or a banana to enrich our potassium intake.

In a coaching relationship, you and the coachee work together to decide how and where a coachee can be developed, when it is appropriate, and the specific kind of developing that is needed to enrich them. The majority of the development that occurs in a coaching relationship is intentional, and there are specific coaching tools that you will implement to rapidly enhance or target the development of certain areas in the coachee when he or she is open to growth. Often, intentional growth will accelerate a coachee toward his or her stated goals, resulting in a more advanced, effective, and productive state of being. Intentional development releases possibility and creates sustainable growth, both for immediate goals and throughout the coachee's life. Developing is an aspect of the coaching process that creates an environment that stimulates, motivates, and sustains coachee growth.

Developing and Problem Solving

Coachees come to you for personal and professional development. They may come with immediate goals or problems, but they always want the development required to accomplish these goals or solve the problems more quickly, even if these requests are unstated. You will spend a percentage of the time focusing directly on the goal or problem and a percentage on development. As you grow in mastery, the time spent on development tends to increase. The advanced coachee knows, wants, and appreciates the value of development and the sustainability of the changes he or she makes because he or she is actually different, not just doing things differently. The beginning coachee usually needs more of a "goal" and problem-solving focus until the benefits of development take effect.

The Concept of Seeding to Develop

As stated in the definitions section, seeding is the practice of introducing something in the hope of increase. In this case, the hope of increase is the coachee's continued development and subsequent maturity and transformation from a lesser state to a greater, more fulfilling state of being and doing.

Seeding involves planting something in the hope that it will grow. You are forever planting seeds with your coachees. These seeds may be bits of information, correction of old ideas, requests, or any other number of plantings. In many cases the coachee expects and wants this to occur. You become adept at knowing the optimum moment of planting any variety of seeds. The analogy of planting and seeding, and the subsequent growth and harvest of those seeds, is an analogy that allows you to come to more fully understand the coaching process.

Much of the advanced work you do with a coachee takes time, sometimes years, to bloom into a garden. Some of the planted seeds will sprout in a week, others will poke up in the next “season,” and others will miss the mark entirely and land on a rock. Sometimes the coachee wants immediate growth and will ask that sod or a tree be brought in. Soon, this transplant will become fully integrated with the coachee and will be part of his or her being. You plant seeds by asking questions, sharing suggestions, requesting change, pointing something out, and discussing concepts. Coachees will “get it” in their own time. You and the coachee can make sure the soil is tilled, fertilized, and watered, and that the weeds are pulled, but each seed has its own germination time.

Developing All Areas

A master coach seeks to develop the coachee in every sphere of influence and every part of their being and doing.

Developing the Whole Person		
Mind	Ability to think	<ul style="list-style-type: none"> <input type="radio"/> Improving their good judgment <input type="radio"/> Reducing reaction time to events <input type="radio"/> Giving them new ways to make decisions <input type="radio"/> Expanding ways of thinking <input type="radio"/> Increasing their capacity to learn quickly
Heart	Ability to feel	<ul style="list-style-type: none"> <input type="radio"/> Improving their ability to distinguish between a feeling and an emotional reaction <input type="radio"/> Increasing their ability to give and receive love <input type="radio"/> Expanding their ability to relate and connect with others
Spirit	Ability to enjoy	<ul style="list-style-type: none"> <input type="radio"/> Providing expanded perspective <input type="radio"/> Increasing the capacity for inner peace <input type="radio"/> Helping them become more aware of self, others, and life in general
Business	Ability to succeed in business	<ul style="list-style-type: none"> <input type="radio"/> Adding value to their customers faster than their competitors <input type="radio"/> Increasing their ability to enjoy work <input type="radio"/> Improving their innovative and creative abilities <input type="radio"/> Assisting with the balance of life and work
Environment	Awareness and control of surroundings	<ul style="list-style-type: none"> <input type="radio"/> Increasing the awareness of surroundings and the ability to control them <input type="radio"/> Improve their available resources and network <input type="radio"/> Upgrading home and office environments <input type="radio"/> Improving health and wellness



Coaching Core Competencies

The coaching relationship is based on a set of guiding competencies that provide a framework from which the coach operates. Knowing that a coachee comes to you with the primary focus of creating significant positive change in his or her personal and/or professional life, it is useful to have directional signs as you navigate the coaching conversation. These competencies comprise the key features that define today's coaching environment, the elements that make up the coaching interaction. These key behaviors and skills are the basis for the International Coaching Federation's credentialing process, and are commonly known to create a solid foundation for effective coaching. Each competency listed has a definition and related behaviors. Behaviors are classified as either those that should always be present and visible in any coaching interaction or those that are called for in certain coaching situations and, therefore, not always visible in any one coaching interaction.

A. Setting the Foundation

1. Meeting Ethical Guidelines and Professional Standards

An understanding of coaching ethics and standards and the ability to apply them appropriately in all coaching situations. A Coach:

- a. *Understands and exhibits the International Coaching Federation (ICF) Standards of Conduct in his or her own behaviors*
- b. *Understands and follows all ICF Ethical Guidelines*
- c. *Clearly communicates the distinctions between coaching, consulting, psychotherapy, and other support professions*
- d. *Refers coachee to other support professionals as required, knowing when this is needed and having the available resources*

2. Establishing the Coaching Agreement

The ability to understand what is required in the specific coaching interaction and to come to agreement with the prospective and new coachee about the coaching process and relationship. A Coach:

- a. *Understands and effectively discusses with the coachee the guidelines and specific parameters of the coaching relationship (e.g., logistics, fees, scheduling, inclusion of others if appropriate)*
- b. *Reaches agreement about what is appropriate in the relationship and what is not, about what is and is not being offered, and about the coachee's and coach's responsibilities*
- c. *Determines whether there is an effective match between his/her coaching method and the needs of the prospective coachee*

B. Co-creating the Relationship

3. Establishing Trust and Intimacy with the Coachee

The ability to create a safe, supportive environment that produces ongoing mutual respect and trust. A Coach:

- a. *Shows genuine concern for the coachee's welfare and future*
- b. *Continuously demonstrates personal integrity, honesty, and sincerity*
- c. *Establishes clear agreements and keeps promises*
- d. *Demonstrates respect for coachee's perceptions, learning style, and personal being*
- e. *Provides ongoing support for and champions new behaviors and actions, including those involving risk taking and fear of failure*
- f. *Asks permission to coach coachee in sensitive new areas*

4. Coaching Presence

The ability to be fully conscious and create a spontaneous relationship with the coachee, employing a style that is open, flexible, and confident. A Coach:

- a. *Is present and flexible during the coaching process, dancing in the moment*
- b. *Accesses and trusts his or her own intuition and inner knowing—"goes with the gut"*
- c. *Is open to not knowing, and taking risks*
- d. *Sees many ways to work with the coachee, and chooses what is most effective in the moment*
- e. *Uses humor effectively to create lightness and energy*
- f. *Confidently shifts perspectives and experiments with new possibilities for own action*
- g. *Demonstrates confidence in working with strong emotions, and can self-manage and not be overpowered or enmeshed by coachee's emotions*

C. Communicating Effectively

5. Active Listening

The ability to focus completely on what the coachee is saying and is not saying, to understand the meaning of what is said in the context of the coachee's desires, and to support coachee self-expression. A Coach:

- a. *Attends to the coachee and the coachee's agenda, and not to his or her own agenda for the coachee*
- b. *Hears the coachee's concerns, goals, values, and beliefs about what is and is not possible*
- c. *Distinguishes between the words, the tone of voice, and the body language*



- d. Summarizes, paraphrases, reiterates, and mirrors back what coachee has said to ensure clarity and understanding*
- e. Encourages, accepts, explores and reinforces the coachee's expression of feelings, perceptions, concerns, beliefs, suggestions, etc.*
- f. Integrates and builds on coachee's ideas and suggestions*
- g. "Bottom-lines" or understands the essence of the coachee's communication and helps the coachee get there, rather than engaging in long descriptive stories*
- h. Allows the coachee to vent or "clear" the situation without judgment or attachment, in order to move on to next steps*

6. Powerful Questioning

The ability to ask questions that reveal the information needed for maximum benefit to the coaching relationship and the coachee. A Coach:

- a. Asks questions that reflect active listening and an understanding of the coachee's perspective*
- b. Asks questions that evoke discovery, insight, commitment, or action (e.g., those that challenge the coachee's assumptions)*
- c. Asks open-ended questions that create greater clarity, possibility, or new learning*
- d. Asks questions that move the coachee toward what he or she desires, not questions that ask the coachee to justify or look backward*

7. Direct Communication

Ability to communicate effectively during coaching sessions, and to use language that has the greatest positive impact on the coachee. A Coach:

- a. Is clear, articulate, and direct in sharing and providing feedback*
- b. Reframes and articulates to help the coachee understand what he or she wants or is uncertain about from a different perspective*
- c. Clearly states coaching objectives, meeting agenda, purpose of techniques or exercises*
- d. Uses language appropriate and respectful to the coachee (e.g., nonsexist, nonracist, nontechnical, nonjargon)*
- e. Uses metaphor and analogy to help illustrate a point or paint a verbal picture*

D. Facilitating Learning and Results

8. Creating Awareness

The ability to integrate and accurately evaluate multiple sources of information, and to make interpretations that help the coachee to gain awareness and thereby achieve agreed-upon results. A Coach:

- a. Goes beyond what is said in assessing coachee's concerns, not getting hooked by the coachee's description*

- b. *Invokes inquiry for greater understanding, awareness, and clarity*
- c. *Identifies for the coachee his or her underlying concerns, typical and fixed ways of perceiving himself or herself and the world, differences between the facts and the interpretation, disparities between thoughts, feelings, and actions*
- d. *Helps coachees to discover for themselves the new thoughts, beliefs, perceptions, emotions, moods, etc., that strengthen their ability to take action and achieve what is important to them*
- e. *Communicates broader perspectives to coachees, and inspires commitment to shift their viewpoints and find new possibilities for action*
- f. *Helps coachees to see the different, interrelated factors that affect them and their behaviors (e.g., thoughts, emotions, body, background)*
- g. *Expresses insights to coachees in ways that are useful and meaningful for them*
- h. *Identifies major strengths instead of focusing on major areas for learning and growth, and what is most important to address during coaching*
- i. *Asks the coachee to distinguish between trivial and significant issues, and between situational and recurring behaviors when detecting a separation between what is being stated and what is being done*

9. Designing Actions

The ability to create, with the coachee, opportunities for ongoing learning, during coaching and in work or life situations, and for taking new actions that will most effectively lead to agreed-upon coaching results. A Coach:

- a. *Brainstorms and assists the coachee to define actions that will enable the coachee to demonstrate, practice, and deepen new learning*
- b. *Helps the coachee to focus on and systematically explore specific concerns and opportunities that are central to agreed-upon coaching goals*
- c. *Engages the coachee to explore alternative ideas and solutions, evaluate options, and make related decisions*
- d. *Promotes active experimentation and self-discovery, where the coachee immediately applies what has been discussed and learned during sessions in his or her work or life setting*
- e. *Celebrates coachee successes and capabilities for future growth*
- f. *Challenges coachee's assumptions and perspectives to provoke new ideas and find new possibilities for action*
- g. *Advocates or brings forward points of view that are aligned with coachee goals and, without attachment, engages the coachee to consider them*
- h. *Helps the coachee "Do It Now" during the coaching session, providing immediate support*

- i. Encourages stretches and challenges but also a comfortable pace of learning*

10. Planning and Goal Setting

The ability to develop and maintain an effective coaching plan with the coachee. A Coach:

- a. Consolidates collected information and establishes a coaching plan and development goals with the coachee that address concerns and major areas for learning and development*
- b. Creates a plan with results that are attainable, measurable, and specific, and have target dates*
- c. Makes plan adjustments as warranted by the coaching process and by changes in the situation*
- d. Helps the coachee identify and access different resources for learning (e.g., books, other professionals)*
- e. Identifies and targets early successes that are important to the coachee*

11. Managing Progress and Accountability

The ability to hold attention on what is important for the coachee and to leave responsibility for taking action with the coachee. A Coach:

- a. Clearly requests that the coachee take actions that will move him or her toward his or her stated goals*
- b. Demonstrates follow-through by asking the coachee about those actions that the coachee committed to during the previous session(s)*
- c. Acknowledges the coachee for what he or she has or has not done, learned or become aware of since the previous coaching session(s)*
- d. Effectively prepares, organizes, and reviews with coachee information obtained during sessions*
- e. Keeps the coachee on track between sessions by holding attention on the coaching plan and outcomes, agreed-upon courses of action, and topics for future session(s)*
- f. Focuses on the coaching plan but is also open to adjusting behaviors and actions based on the coaching process and shifts in direction during sessions*
- g. Is able to move back and forth between the big picture of where the coachee is heading, setting a context for what is being discussed and where the coachee wishes to go*
- h. Promotes coachee's self-discipline and holds the coachee accountable for what he or she says he or she will do, for the results of an intended action, or for a specific plan with related time frames*
- i. Develops the coachee's ability to make decisions, address key concerns, and develop himself or herself (to get feedback, to determine priorities and set the pace of learning, to reflect on and learn from experiences)*

j. Positively confronts the coachee with the fact that he or she did not take agreed-upon actions

What Are Ethics?

It could be considered that the core competencies outline what happens in a coaching interaction and ethics provide guidelines for how the coaching interaction is to occur, including the manner in which you operate with your coachee during an interaction. Following the core competencies will allow for a very rich and solid interaction. Adhering to the ethics will ensure that the product of your interaction will actually be coaching in its most recognized and valued form, and not an interaction that is driven by the competencies of another profession more profoundly than by coaching competencies.

“ Ethics, in the end, is not something we do. It is something we become. ” | **Art Kleiner**

Ethics is a most important conversation to embrace and understand while developing yourself as a coach. Many people seek direction on how to coach, struggling to clearly define the profession and what happens in that brilliant coaching interaction. They are uncovering how to do coaching. The ethics conversation responds to an internal longing to be a coach, not just do coaching. It is the nagging internal process that drives us beyond the definition of ourselves as coaches to how we are as human beings with everyone we coach. Ethics drive us to want to coach very well, pursuing mastery of the art of coaching.

Coaching is a highly personalized business, due to the coachee's individual issues, challenges, wants, desires, and intended outcomes. Each coachee relationship is unique. Some of your coachees may work in the same environment or have familiar scenarios, but what they truly want from a coaching relationship will vary. As each relationship evolves, ambiguous issues will present themselves. As coaches, we want to provide high-quality, consistently valuable coaching services. By establishing standards of behavior, we create a compass to guide us in unfamiliar territory.

As in any business, reputation is everything. In establishing yourself as a coach, you build a strong reputation based on sound and proven business guidelines, aligned with recognized strong moral principles and fabulous work with your coachees. By establishing principles and guidelines now, you will be building on a foundation that will allow you to continually offer consistent service to a spectrum of coachees dealing with complex challenges.



By accepting and adhering to the ICF Code of Ethics, you will help build the coaching profession around sound principles of business practices. You may view those at www.coachfederation.org.

Why Coaching?

We have begun discussing some of the definitions of coaching and coaching ethics and have presented a thorough review of the core coaching competencies associated with the profession. Hopefully, we have begun to unravel what guides a coach to behave in a specific way during a coaching interaction. To add another perspective to your understanding of coaching it may be useful to look at a question:

If coaching is the answer, what is the question?

Obviously, coaches are successful—because people hire coaches. What are people seeking when they enter a coaching relationship? Let's take a look at a variety of current life conditions that bring people into coaching.

To Make Significant Changes

Even though change is the only constant, the condition that can always be counted on, human beings seem to be challenged by the notion of change. A coach is uniquely trained to support people in making both fundamental and permanent change in all areas of life, business, career, relationships, and quality of life.

To Better Deal with Uncertainty

Flatter, leaner organizational structures mean that there is less day-to-day direction from the top. Individuals are expected to form networks within and outside their organizations, master the skills of creative collaboration, respond to frequently changing priorities, and assume personal responsibility for setting their own direction.

To Make Better Decisions

As life speeds up and becomes more of a luscious smorgasbord, we are presented with far more choices than our parents ever had, but who had Decision-Making 101 in high school or college? Enter the coach, who can help you learn how to make the best decisions for you, regard-

less of the circumstances and even in the most confusing situations. CoachInc.com-trained coaches help coachees make better decisions.

To Set Better Goals

The most important thing when setting goals is making sure that they're the ones that reflect your true values and that are a true joy to reach. The wrong goal, perhaps based on whims, advertising, or instant gratification, takes needless effort and often comes at a high cost to you, your body, and your soul. Coaches help each person discover what he or she REALLY wants, using the coachee's own values, needs, and vision as personal reference points. They help coachees eliminate the goals they've had forever that aren't really important but that they've always thought they should pursue.

To Reach Goals Faster

Who doesn't want to reach their goals faster, especially if it's possible to get there with less stress? A coach provides consistent structure of support and offers innovative strategies and approaches to help coachees and/or employees reach their goals in record time. CoachInc.com-trained coaches are familiar with performance and attraction approach models and share these with their coachees.

To Become Financially More Successful

Career advancement in the traditional organizational structure consisted of upward promotions throughout one's career. Leaner organizational structures preclude that expectation within twenty-first-century corporations. Instead, career advancement—indeed, the ability to add value to the organization—will increasingly be evidenced by “cross-functionality.” Rather than following a vertical path to the top of the organization, people will develop a broader base of experience and more extensive networks by making a number of crisscross career moves. A coach can support you in navigating your way through the next right move within or outside your organization.

To Get Ahead Professionally

Organizations that survive and thrive in the twenty-first century will be those that are continually renewing and learning. People who work in or with them will be expected to assume full responsibility for managing their learning in response to changing organizational needs. Learning will be different from that in traditional organizations. Rather than prescribed curricula being handed down from “experts,” people will be responsible for creating their own learning opportunities to harness their individual creativity and talents. Coaching can help



you to realize your true strengths and passions and then go about developing them to maximize your potential.

To Deal with the Influence of Technology

The Internet is rapidly becoming the hub of the global marketplace, and the corporation's workforce will need to develop and maintain its proficiency in computer and telecommunications technology in order to be viable. With the growth of technology, people are challenged to clearly see their place in an organization or society in general. Technology has challenged our most intimate relationships, such as communicating with our kids only via instant messaging, even within the same household. A coach can help you see the effects of the world we are currently living in, helping you slow down enough to get to the source of what is holding you back from having the life you really want.

To Have a Collaborative Partner

When you have someone to toss ideas around with, someone who understands the creative process, someone who expands your thinking, you end up with synergy. And, in our view, synergy is the essential component of success in the next decade.

To Improve Their Relationships

Increasingly, organizations are entering into alliances, mergers, and joint ventures with former competitors. The ability to manage lateral relationships will be a critical determinant in people's ability to achieve results. Cross-functional work teams and matrix structures are becoming commonplace, and they require a more demanding set of interpersonal skills. This says nothing of the blended family systems that now are more common than the nuclear family, putting even greater demands on our internal emotional functionality. A coaching relationship provides a partnership to explore your true self, your limits and capacities, without the concern of reactions from others.

To Make a Bigger Impact on the World

People tend to be driven to want to make a mark on the world. Many people are working with coaches to identify their unique strengths and resources and a way to use these to make a local or global difference, without the traditionally high emotional or physical cost that comes with leadership.

To Be a Better Leader

Reshaped organizations will have fewer leaders at the top than traditional vertical organizational structures, and, given the rapidity of change, those at the top will be incapable of being the repositories of organizational knowledge and wisdom. In the new era, leadership will emerge throughout the organization, regardless of job title or status, and individuals will have relationships with “leader coaches” who will sponsor them in their development of new knowledge and achievement of evolution performance.

To Simplify Their Lives

You really can have “it all” and yet simplify your life at the same time. CoachInc.com coaches use coaching models and assessments that help people to simplify yet enrich their lives at the same time. It is one of the many proprietary methods and technologies that our coaches are trained to use with coachees.

To Reduce Stress

Stress comes with our times, but an increasing number of people recognize that the cost of stress is too high. Therefore, they seek out a coach to help them identify and reduce their personal stress levels, benefiting body, mind, and spirit. Learning to deal with life stresses in a healthy manner significantly improves a person’s productivity and creative contributions. Many CoachInc.com-trained coaches also use the toleration-free approach. Identifying what you are putting up with and eliminating these tolerations instantly reduces your stress level.

To Address an Altered Reality of Employment

Contract work, outsourcing, temporary employment, telecommuting, and virtual organizations are but a few of the changes in the way people are redefining employment, as organizations are downsizing and restructuring to be more competitive. The workforce of the twenty-first century will not expect to have a lifelong relationship based on dependency with one employer. Instead, people will have a series of short-term relationships throughout their careers in which they contribute their knowledge and expertise in response to particular business needs. They will have to operate more like business owners whose customer is the corporation. This creates a significant opportunity for a coach to support people in developing the skills necessary to run their “professional life business” most successfully.



To Keep Up with the Speed of Life

Never has the pace been more rapid than it is in today's marketplace. Organizations must respond quickly and be innovative to survive, let alone have a competitive advantage. This requires a flexible, adaptable workforce. Corporations simply do not have the reserves to tolerate anything less. A coach can help develop a clear success strategy to keep your competitive advantage.

<http://www.pbookshop.com>



Distinctions

There are subtle yet important differences in meaning between the following closely related terms. Understanding these distinctions allows you to perceive new layers of meaning and offers you new choices for shifting your thoughts, attitudes, and actions.

Developing versus Parenting

Developing means bringing out the possibilities of something or someone and bringing them to a more advanced, effective state. When you are developing coachees, you are helping them grow, learn, build skills, make better choices, grasp concepts, recognize symptoms or opportunities and reality, and get to know themselves better. When developing, coachees develop on their own, in their own time, and by their own choice. A parent, however, has a responsibility—a social contract—to raise the child, whether or not the child wants to grow. If you are trying to get your coachees to grow, learn, and develop and they are fighting this or not responding, consider whether you have been parenting instead. It may be helpful to talk through this distinction.

Developing versus Growing

Growth is advancement, maturity, and increase—in any number of areas. Development implies not only growth but also a structure to sustain the growth. For example, a tomato plant will grow tall and keep producing tomatoes until the branch breaks from overload. Unless the gardener provides a support system, further growth is stunted, and the plant does not reach potential yield. The same is dramatically true in coaching. You and the coachee must devote time to building a support structure to accommodate further growth. It is possible for a coachee (and a business, etc.) to continue growing, only to have the existing infrastructure collapse under the weight of the growth. This can be a devastating setback. Anticipate and plan for building a supporting structure during the coaching process.



Developing versus Learning

Learning is the acquisition of knowledge. Information, or learning, while important for development, does not guarantee it. It is what we do with the learning that either hinders or enhances personal development.

Distinction versus Definition

A definition explains the meaning of something. A distinction compares one thing to another, similar thing, identifying the differences between them and providing context, which adds a richness of understanding to both items. Both are useful, but definitions provide knowledge, whereas distinctions provide clarity, understanding, and growth.

Competence versus Mastery

When one is competent in a particular skill, one is adequate at using the skill effectively. Mastery lives at the other end of the continuum, at the moment when the skill becomes perfected. Because of the dynamic nature of a coaching interaction, there is a constant interplay of skill level throughout the conversation, depending on various contextual factors.

Ethics versus Morals

Morals—the right, decent, and just way to behave—live within the definition of ethics. Ethics are actually defined as the science of morals in regard to human behavior. The repetitively systematic, observable manner in which successful coaches behave leaves an ethical pattern that can be replicated by others.

Application

The Coaching Code of Ethics for Internal and External Coaches

Listed here is the Coaching Code of Ethics for Internal and External Coaches. This is a more condensed and specific list of ethics that could be used when engaging in a coaching relationship, without specific reference to the ethical considerations of being a member of the ICF.

By reading and signing the Code, you as a coach agree to hold yourself to the highest standards possible.

1. Establish Sound Contracts and Business Practices

Establish, agree and honor the terms and conditions of the engagement. Provide specifics that include such items as (1) payment terms (external coaches); (2) time, frequency, and method of communications; (3) definition of services to be rendered; and (4) an agreement of the terms. Upon establishing this agreement, ensure that I operate out of sound business procedures (e.g., record keeping, how I do business in general).

2. Establish My Professional Competencies

Set forth the areas of competencies I have achieved. Include my coaching training, education, and credentials. Make sure that I have acquired high levels of competencies and have practiced sufficiently to do the work I am hired to do.

3. Adhere to the Limits of My Expertise

Coach only in my area of competence and where legally permitted to practice. Refer individuals to other specialists, such as financial planners, investment advisors, lawyers, doctors, and therapists, as needed.



4. Guarantee Confidentiality within Boundaries

Guarantee the confidentiality of information that the person being coached entrusts to me. Advise them of any circumstances that might influence my judgment or objectivity. Specify situations where confidentiality may be interrupted (e.g., legal subpoena, violation of federal law, company policy, etc.). This is particularly important when being hired for a company and working individually with the employee. Both the individual and I must be clear about the boundaries of confidentiality.

5. Be Respectful and Constructive

Respect the individual's needs, wishes, and differences. Make sure each person is honored and that I am constructive and honest with him or her at all times.

6. Respond Quickly and Responsibly

Set my own agenda aside in order to listen fully to what the individual says or means. Promptly respond in the moment of the coaching. Respond promptly as well to phone calls, faxes, or electronic mail and any request that the person being coached may make of me. Promise only those things that I fully intend to provide, then follow through.

7. Be Professional at All Times

Maintain the relationship on a professional basis. Associations that reduce objectivity (e.g., those of a romantic nature) are incompatible with a coach's professional role and will cause an end to the trustful coaching relationship.

8. Maintain Appropriate Distance

The coach does not invest capital in or make loans to the individual's business or projects unless both parties develop formal, written, and legally supported agreements. Even in the case of a formal agreement, I am aware that the coaching relationship may change.

9. Be a Model

Conduct personal and professional affairs with high standards and integrity so as to be a model for my clients and other coaches. I must live fully the values and beliefs I espouse to assure that those engaging my services may receive full value. Anything less is not coaching.

10. Be Coachable Myself

All masterful coaches have coaches themselves. I must continue to learn, grow and stretch just as I am asking my clients to do. I am willing to learn from those I coach as well.

By my signature, I commit to the highest of ethical standards in the practice of coaching.

Signature

Date

The Ten Standards of the Code of Ethics

Ethics are a choice. They are not required or mandatory, nor will anybody make you adopt or adhere to them. Ethics are eloquently stated and are wordsmithed to sound really good, but then only become meaningful when challenged and put into action. If you are serious about coaching professionally, ethics are an absolute.

Consider the following coaching scenarios. These scenarios are meant to be discussed with a certified coach who has been actively coaching, abiding by the Coaching Code of Ethics. After adopting the Coaching Code of Ethics, what would you do?

1. Establish Sound Contracts and Business Practices

What's a coach to do when ...

Joyce has been coaching independently for about one year. When she first started her practice she decided that a verbal agreement was sufficient to work with the medical professionals in her niche market. Her initial coachees were people she knew well and had worked with for years. Therefore, she did not invoice her coachees, and they sent her checks or cash each month. She received a letter from the IRS about auditing her records. What should she do?

2. Establish My Professional Competencies

What's a coach to do when ...

Although Harry did not have a college degree, he had over 30 years of experience as a manager and left a company where his position was chief operating officer. Harry has all the natural characteristics and abilities you would expect of a coach. Should Harry get additional coach training as he begins to represent himself as a coach?



3. Adhere to the Limits of My Expertise

What's a coach to do when ...

Simon is a very good coach. He has studied many ways to grow and develop himself personally. He is also very easy to talk to, and his coachees trust him quickly. His new coachee seems to get tearful during each session. Should Simon help her discover what the tearfulness is about? Where is the ethical line for coaching?

4. Guarantee Confidentiality within Boundaries

What's a coach to do when ...

Sheila is a coach development leader who coaches and manages 18 direct reports. One of her employees, Judy, begins to confide some things about a man in another department who has been approaching her inappropriately. What should Sheila do?

5. Be Respectful and Constructive

What's a coach to do when ...

Timothy has just started coaching. He encourages people to take action and get moving. Tim will coach almost anyone who wants to be coached. However, one of his coachees is moving very slowly. Tim does not enjoy working with the coachee because he doesn't think the coachee is getting anything from the coaching. What should he do?

6. Respond Quickly and Responsibly

What's a coach to do when ...

Richard advises new coachees that he will promptly return their calls or emails. He believes in promptness as a good standard of doing business. Recently a coachee began placing emergency calls to him at least once a week. How should he respond?

7. Be Professional at All Times

What's a coach to do when ...

Marcia is an external coach. Even though she primarily coaches her coachees on business-related issues, her coachees talk about almost anything, even issues of a very personal nature. She is very attracted to an executive she coaches. Can she maintain her professional approach while hearing about very personal issues when she is attracted to him?

8. Maintain Appropriate Distance and Objectivity

What's a coach to do when ...

David coaches with technical entrepreneurs who are creative geniuses. One coachee has created a new Internet software program that appears to have a high dollar potential. The coachee has requested that David invest seed money in the project so that it can go forward. David could potentially earn millions of dollars from the investment. Should he invest?

9. Be a Model

What's a coach to do when ...

Mark espouses high standards as he coaches others. However, his own personal life is a mess, with high credit card bills and failures in his personal relationships. One of Mark's coachees asks how he managed to create financial reserves. Mark has indicated that having reserves is an important thing to do. Should Mark discuss finances or refer his coachee to a financial planner? How can this become a great coaching opportunity for both Mark and his coachee?

10. Be Coachable Myself

What's a coach to do when ...

Kathleen is an executive coach who has been hired to help an executive team learn to improve its public speaking skills. She has always viewed her inability to speak publicly as a deficit. What steps can Kathleen take to optimize her ability to more masterfully coach the team?

Application Exercise: Coaching Conversation

Review the following coaching scenarios. With the coaches' Code of Ethics in mind, consider your coach approach to each scenario. Be prepared to discuss the scenarios in class.

Scenario 1

You're just getting started with your coaching practice. One of your former colleagues left the company at about the same time you did, taking six talented marketing people with him. He wants you to come and coach the team. He sends you the following e-mail:



“Kyle, we don’t have cash available, but we could really benefit from your team coaching talents. What do you say to an exchange of services—you coach at no charge, and we create free marketing materials for you?”

What is the ethical issue? How do you reply?

Scenario 2

One of your coachees is having work/life balance issues. She is an ambitious and successful executive who spends a lot of time at the office. Her home life is unraveling, and she is struggling with her feelings of failure. She tells you that you are the only one she really confides in because she doesn’t have peers at work and has lost touch with her friends. Plus, she knows that you have gone through a divorce, so you can understand her situation. She announces the following during your weekly phone session:

“I’m asking for a separation. Marc and I have become strangers—strangers who fight whenever we’re in the same room. Who was your divorce attorney? Was he any good?”

What is the ethical issue? How do you reply?

Scenario 3

You are on your way to a business lunch with a potential coachee when your phone rings. You pick it up and hear the desperate pleas of a valued coachee. He tells you:

“I am so glad I caught you! I am scheduled to meet with our regional manager in two hours. He wants to discuss last quarter’s sales performance. I need a mental boost. What can you do for me?”

What is the ethical issue? How do you reply?

Application Exercise: I Know I Am a Coach When ...

In the listing that follows, determine how you would make such a shift in order to embrace the ideas in this and subsequent modules. Come up with as many examples as you can that will describe the difference you would see in yourself when you are truly being a coach.

Examples

I know I'm a coach when ... I focus on listening to the total conversation before I decide what to say and resist the urge to solve problems.

I know I'm a coach when ... I'm willing to risk the relationship to respectfully help my coachees see their truth.

How will you know when you are a coach?

I know I'm a coach when ...

Mentor Coaching

By now you may be realizing that you were not completely accurate when you originally stated, "I have been coaching all my life." You may certainly be one of those people that others seek out because you are a good listener or you are empathetic to life circumstances or maybe even because you generate great ideas that vaguely represent solutions to others' problems. Beyond just defining coaching, our further intention in this module was to dispel the myth that everyone is a coach. For many, coaching is their calling. However, you now know that coaching is a profession with a highly specialized skill set oriented in core competencies. These competencies represent a compelling knowledge base driven by how to be a coach and a real treasure of the profession. Coaches perfect the ability to connect with other human beings in a profound way that motivates, inspires, and moves them to make significant changes in their life.

Just as many professions have a common set of competencies that lead to mastery and a set of guidelines that insure a consistent standard of product or service, most professions also have some implicit or explicit form of mentoring or apprenticeship. For the very same reasons that other professions support mentorship, we at CoachInc.com advocate for mentorship as you develop as a coach. We find that those who enlist the use of a mentor coach are more successful developing themselves as coaches and reach their intended goals more quickly. That sounds like a good reason to hire a coach.

We encourage you to explore the following questions for yourself when considering a mentor coach:

- What do I want to use my Mentor Coach to achieve?
- When would be the best time for me to have a Mentor Coach?
- What should I consider when selecting a Mentor Coach?



What do I expect from my Mentor Coach?
 What about me would be helpful for my Mentor Coach to know?
 Where do I find the right Mentor Coach?

CoachInc.com has created the industry's leading referral system, www.findacoach.com, featuring personal and corporate coaches from around the world. Each coach listed is a student or graduate of CoachInc.com's coach training programs. The site has been designed to respond to each visitor's unique needs. Unlike most directories, [findacoach.com](http://www.findacoach.com) works with you to determine the coaches who will best be able to help you reach your goals. We do this in a unique environment that allows you to establish your own search parameters and the form in which you wish to view your results. The site is completely confidential, and it is up to you to determine if and when you would like to contact a coach and explore working with him or her. You can bookmark specific profiles, print out a listing of all the coaches you are interested in, or e-mail them directly for more information.

Here are some questions that you might want to ask a coach during the interview stage.

1. Tell me about your experience of coaching practice (listen for depth/breadth).
2. What is your long-term vision for your practice?
3. Describe the characteristics of coachees who relate best with you.
4. What is your specialty or niche?
5. Tell me about your background and experience. How will that help me meet my goals in my area of expertise and in what I want to achieve?
6. How long have you been coaching?
7. What is your involvement in CoachInc.com (and the coaching profession)?
8. What other activities are you involved in with your practice?
9. How many people have you coached? How many coaches have you mentored?
10. What value-added services do you provide for coachees?
11. Are you an ICF-certified coach (PCC or MCC)? Is your ICF certification current?
(Note: Be sure to ask if the coach plans to work toward being a certified coach, as the ICF and CoachInc.com certifications require you to be mentored by an active ICF-certified coach.)
12. How would you describe your coaching style?
13. What is your coaching format(s)?
 Type? (One-on-one, group, combo, etc.)
 Frequency? (2x/month, 3x/month, 4x/month, etc.)
 Length? (20 min., 30 min., 40 min., etc.)
14. What is your regular fee or fee structure?
15. If I selected you to be my coach, what would we start working on first?

“ No man who continues to add something to the material, intellectual and moral well-being of the place in which he lives is left long without proper reward. ” | **Booker T. Washington**

Defining Coaching

So, what *is* coaching? We started this module by suggesting that your definition of coaching will be shaped by your personal journey. Some principles are basic and must be included in the definition, while others are specific to each coach, based on his or her life experience and what he or she has to offer. As stated previously, one of the main objectives of this module is to develop your unique definition of coaching, gathered from what we have learned together and what you bring to coaching. Your definition of coaching will continue to evolve throughout your coaching experience.

The Coach Approach

An individual's approach to coaching can be discovered by observing a coach's language, behaviors, approach to people, management of others, and, in general, his or her way of being. The CoachInc.com "coach approach" is distinctive because coaching is a way of life and not just a methodology. Coaching is not something you do 9 to 5, it's the manner in which you live your life.

Following is a suggested list of practices of "being" a coach.

- Set your agenda aside. Get yourself out of the way so others can grow.
- Create a partnering relationship in an environment of trust.
- Create discovery versus solutions.
- Listen.
- Encourage or request others to grow.
- Use the power of language and endorsement to help people make life shifts.
- Lead by being transparent so others own their progress.
- Make stretch requests.
- Live your life as a model of your own high standards.
- Celebrate your own life as you celebrate with others.



Resources

Attention Readers:

Thank you for participating in the collective wisdom of Coach U. Together, we all continue to learn. Additional resources and forms can be found in *Coach U's Essential Coaching Tools: Your Complete Practice Resource* by CoachInc.com.

Attention CoachInc.com Students and Graduates:

CoachInc.com students and graduates may find additional and/or more recent resources associated with this module in the resource area of the student-only web site. If you are a student or graduate of one of CoachInc.com's ICF-accredited coach training programs, you can access these by searching under the name of the course. When the course description page appears you may find a link to the list of additional resources. Each item is a live link to its actual location on the web site. Click on the item to access the information.

Do remember to take the associated online self-test for this module once you have completed the course in person or by TeleClass. The tests are required for coach certification with the International Coach Federation. Throughout the course or anytime you find valuable resources for a particular course please feel free to add to the value of our curricula by forwarding the resource to revampteam@coachu.com.



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Signature

Date

<http://www.pbookshop.com>