

The Professional Coaching Program 2017 Syllabus

The Professional Coaching Program (PCP) is an intensive three-month professional development experience designed for individuals who have decided to include professional coaching, often called executive coaching, whether internal or external to an organization, in their careers. Due to the pace of the program, prior coaching experience and/or coursework is expected. An interview with the faculty is required for admission to the course.

Offered by iCoachNewYork in conjunction with the Management Department of Baruch College's Zicklin School of Business (CUNY), the Professional Coaching Program provides a solid foundation to professionals who plan on providing coaching services to managers and executives in their organizational contexts. PCP is appropriate for consultants, counselors, therapists, human resource professionals and others in behavioral science professions who have the requisite background and want to expand their practices toward executive or organization-sponsored coaching.

Since 2004, PCP has been integrating theory and practice, skill and insight, art and science in the training of professional coaches.

Upon satisfactory completion of PCP, participants receive a Certificate in Professional Coaching from iCoachNewYork and the Management Department of the Zicklin School of Business, Baruch College. PCP is approved by the International Coach Federation (ACSTH-ICF) for 84 SCH (Student Contact Hours) credits applicable toward credentialing.

Individuals working full-time can participate in PCP provided that their practices or employers can be flexible in accommodating classes (Fridays) and weekly faculty supervision and weekly client coaching meetings during the three months of the course. Prospective participants and their employers must recognize and accept the significant commitment that this course requires in both time and effort. All components must be satisfactorily completed for graduation from the program.

Alumni of PCP become part of a growing network of graduates and are invited to events and activities that provide professional enrichment and peer support. The faculty remain accessible to alumni of the program for ongoing support.

Tuition for the 2017 program is \$12,000, payable in advance of the program.

Major Elements of the Professional Coaching Program

- I. Twelve Seminars: alternating six full and six half days on consecutive Fridays consist of instruction, lectures, case studies, skill practice and other classroom activities. In 2017, the first class is on Friday February 24 and continues every Friday through May 19 (no class on Friday April 14). Light breakfast and full lunch is provided for every seminar meeting day to foster informal interactions among faculty and participants
- II. Case Assignment: each participant is assigned an actual coaching case within a sponsoring organization, secured by the faculty on a pro bono basis; it occurs concurrently with the twelve weeks of the course. A final paper describing the case is required.
- III. Case Supervision: each participant is assigned a faculty supervisor for one-to-one weekly meetings to review case progress and help the participant reflect on and apply insight and learning.
- IV. Personal Model of Coaching: our training philosophy is that there is no one best way to coach. Participants in the course are asked to refine their own models of coaching reflecting their unique backgrounds, professional experiences, learning, and likely client sources into plans that will bring executive coaching into their professional activities. Personal Models are described both orally and in writing near the end of the course and a final paper is required.

I. Twelve Seminars

The Twelve Seminars focus on the challenges of helping successful managers and executives change and upgrade their self-management, interpersonal, and leadership skills within the context of their jobs. The Seminars anchor professional coaching in theories of adult change and provide examples of typical options and choices for each phase in the arc of a coaching engagement. The Twelve Seminars use faculty presentations, cases studies, practice opportunities, in-depth discussions, and guest speakers.

Topics covered include:

- Arc of the Executive Coaching Engagement: contracting the process, building the coaching relationship, understanding the client and organizational context, and interacting with sponsors and stakeholders are explored in detail

- Models of Adult Change and Growth: including cognitive behavioral, life stage, systems, and emotional intelligence perspectives applied to executive coaching
- Assessment Instruments and Methods: self-report and multi-rater (360-degree) methods are discussed and participants have opportunities to try several standardized questionnaires often used in executive coaching.
- Coaching Conversations: intentionality, mindfulness, inquiry, dialogue and facilitating client stories are practiced as a path to deepening client self-insight
- Goal setting: typical stages of goal evolution in coaching are described and applied to cases
- Structuring Coaching Sessions: within the overall engagement, maximizing the value of each session is practiced
- Development Planning: extending development goals into on-the-job action plans is practiced as well as sharing plans with stakeholders
- Confidentiality: guidelines are discussed as well as specific challenges to roles and boundaries
- Coaching Evaluation: both formal and informal evaluative methods are explored and applied to coaching assignments
- Developing and Managing a Coaching Practice: whether internal or external, participants are supported in building their coaching practices, including the special challenges for internal coaches

Clear and comprehensive materials and readings support each topic in the seminars to expand participants' exposure to both the theory and practice of coaching. In addition, the instructors' own textbook aligned with course content is provided to participants and used extensively:

Michael Frisch, Robert Lee, Karen Metzger, Jeremy Robinson, & Judy Rosemarin, ***Becoming An Exceptional Executive Coach***, AMACOM, 2012

Other books on coaching are provided to participants as supplementary reading to expand awareness of the range of approaches to executive coaching (Note: not all chapters from these books will be assigned):

James Flaherty, *Coaching: Evoking Excellence in Others*, 3rd Ed., Butterworth-Heinemann, 2010

Mary Beth O'Neill, *Executive Coaching with Backbone and Heart*, 2nd Ed., Jossey-Bass, 2007

Daniel White, *Coaching Leaders*, Jossey-Bass, 2006

II. Case Assignment

An important distinction of PCP versus other coach training programs is that participants learn coaching by doing coaching from early in the program. There is an apprenticeship aspect of the training that pervades all elements of the course. Each participant engages in a real coaching assignment *arranged by the faculty*, which serves as a basis for applying coaching skills and gaining self-insight into coaching strengths and challenges, all closely supervised by the faculty. The goal is for each participant to have at least one complete professional coaching experience as a foundation for learning and future practice.

Since the faculty members are highly experienced executive coaches with active practices, they draw upon established client relationships to secure sponsorship for pro-bono coaching assignments. This allows participants to have the experience of conducting coaching in an organization unfamiliar to them. Coaching cases are typically in the New York metropolitan area and with clients in the commercial or non-profit sectors. (Note: the faculty may be able to arrange coaching assignments outside of New York for those participants who travel in to attend the program.)

Each participant assumes full responsibility for managing and completing the assignment, with faculty support, as a real coaching experience. There is no contact between the client being coached and the faculty.

Before the end of the course, each participant is expected to prepare a paper describing the coaching assignment. The purposes of the paper are to:

- Describe the milestones, challenges and outcomes of the coaching engagement
- Describe the client's development during the coaching process, including aspects of the organizational context that supported the client's growth
- Identify, to the extent possible, the coach's contribution to the client's development
- Create a record of the coach's learning journey, which in turn serves as a basis for a continuing growth plan as a coach

III. Case Supervision

Each participant is expected to meet with an assigned faculty advisor for approximately one hour each week. The goal of these sessions is to allow the participant to examine the coaching process as it is occurring. While application

of seminar material is often discussed, the most significant result of supervision is greater self-insight about performing the role of coach with an actual client.

Some of the topics that are part of supervision discussions include:

- Constructing a safe and productive relationship with the client
- Managing coach anxieties, doubts and questions
- Articulating insights about the client's behavior and situation in ways that the client finds useful
- Using intuition productively
- Eliciting the client's "story" and using it as a shared diagnostic platform
- Questioning for information, motivation and insight
- Judging how and when to offer just-in-time guidance
- Dealing with sponsors and stakeholders while maintaining client confidentiality
- Insights about coach strengths and development areas for future growth

IV. Personal Model of Coaching

The Personal Model of Coaching is a concept that pulls together all elements of the Professional Coaching Program. Early in the program, participants begin working on components of their Models. Using inputs from self-reflection, class content, the actual coaching assignment and faculty supervision, each participant's Personal Model describes a tailored, sustainable, and comprehensive coaching framework. A final Personal Model paper is due by the end of the course.

The Personal Model of Coaching results from integrating three major sources of information, or inputs:

- Acknowledging each participant's identity in terms of life experiences, personality, values, interests and skills and applying those to coaching
- Considering how each participant has lived within organizational contexts in terms of past roles, challenges, and future preferences
- Reflecting on what has been learned during PCP, including classroom content, readings, supervision, and coaching experience

The resulting integration yields three major implications or outputs:

- A description of each participant's preferred approach to delivering coaching especially aimed at clients they hope to work with
- A plan for how each participant will approach the coaching marketplace or internal role and integrate coaching into professional activities

- A development plan for how to continue growing as a coach

Why is a Personal Model so important? We believe that no two coaches work in quite the same way, nor should they. Effective coaching rests on a special bond between coach and client that is genuine and authentic, but yet occurs within an organizational context. It is a human partnership aimed at achieving specific work-related results for a client. If that bond is to be truly engaging and productive, it must reflect the uniqueness of each coach. Coaches use some combination of personal and professional experience, formal coach training and on-the-job learning to shape their observations, questions and hypotheses. Going beyond knowing the established approaches and techniques, effective coaches bring their feelings, style, intuition, values and helping posture to the activity of connecting with clients. These elements need to be knowledgeably woven together in a pattern unique to each coach. We believe that coaches who make their Personal Models overt and clear will be much more successful at describing their services to potential clients and providing those services in a consistent manner. While Personal Models will continue to evolve after PCP, producing a foundational version is a key deliverable for each participant.

About Us

iCoachNewYork is a New York City-based coach training and consulting firm, aimed especially at supporting internal and external professional coaches. The **Professional Coaching Program** is our most advanced university-based program, in conjunction with the Management Department of the Zicklin Business School at Baruch College, CUNY. In addition, we offer other courses, in-house coach training, internal coach support groups, and coach supervision to support the professional practice of coaching. The faculty members of iCoachNewYork are all highly experienced professional coaches who have joined together for the common purpose of providing the finest possible development experiences for others in this field.

For more information about iCoachNewYork and its programs, contact us at:

212.279.0009 • icoachny@gmail.com • www.iCoachNewYork.com

Faculty

Michael Frisch, Ph.D.
Donna Marcus, MA
Karen Metzger, LCSW
Jeremy Robinson, MSW