

## **iCoachNewYork Professional Coaching Program 2018 Syllabus**

Since 2004, **iCoachNewYork's Professional Coaching Program (PCP)** has been integrating theory and practice, skill and insight, art and science in the training of professional coaches. PCP is an intensive three-month professional development experience designed for individuals who have decided to include professional coaching, whether internal or external to an organization, in their work activities. 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 experiential foundation to professionals who plan on offering coaching services to managers and executives in 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.

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 client coaching meetings during the three months of the course. Additional time commitments include reading, reflection, between-class prep, work with peers, and final paper presentations. 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 2018 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 2018, the first class, a full day, is on Friday February 23 and continues every Friday through May 18 (no class on Friday March 30). Light breakfast and full lunch is provided for every seminar meeting day to foster informal interactions among faculty and participants. Full days are 9AM-4:30PM and half days are 9AM-1PM.
- II. Case Assignment: each participant is assigned an actual coaching case within a sponsoring organization, secured by the faculty on a pro bono basis; the coaching case 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. Recordings of peer (participant-to-participant) coaching sessions are also reviewed and discussed in supervision.
- 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 reflect on and journal about their own emerging models of coaching reflecting their unique backgrounds, professional experiences, learning, and likely client sources to bring 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 job-related style and skills, often under topics such as self-management, interpersonal, and leadership. 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 include presentations, cases studies, demonstrations, practice opportunities, in-depth discussions, and guest speakers.

Topics covered include:

- Arc of the typical 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

- Contracting with client, HR contacts, and management sponsors to create a safe and transparent process
- Models of Adult Change and Growth: while we highlight cognitive-behavioral, life stage, systems, and emotional intelligence perspectives, or lenses, applied to executive coaching, we encourage building flexible application of a repertoire of models (model dexterity)
- 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, both for their own self-insight and to practice giving instrument feedback
- Coaching Conversations: coaches must have advanced inquiry and conversational skills to deepen client self-insight; we specifically focus on: intentionality, mindfulness, inquiry, dialogue, and facilitating client stories as important coaching tools
- Goal setting: PCP advances the idea that client development goals evolve during the coaching process. As such, we teach the typical stages of goal evolution and participants learn to facilitate that evolution
- Structuring Coaching Sessions: within the overall engagement, maximizing the value of each session is emphasized; both skills and obstacles are explored
- Development Planning: refining development goals and extrapolating them into on-the-job action plans are key deliverables in coaching engagements; participants learn to support clients in producing development plans and how to share plans with stakeholders
- Confidentiality: executive coaching processes typically are not confidential while the content discussed is. This distinction is explored in detail as well as specific confidentiality challenges that can occur in organizational contexts
- Coaching Evaluation: both formal and informal evaluative methods are described and applied to coaching engagements
- 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, case studies, 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 aligns with course content and 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*, 3<sup>rd</sup> Ed., Butterworth-Heinemann, 2010

Mary Beth O'Neill, *Executive Coaching with Backbone and Heart*, 2<sup>nd</sup> 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 our approach that pervades all elements of the course. Each participant engages in a real organization-sponsored 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 organizational relationships to secure sponsorship for the 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 City for those participants who travel in to attend the program.)

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

A final paper describing the coaching assignment is due near the end of the course.

## **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 the role of coach based on actual work with a client.

In addition, participants in PCP will conduct one or two recorded 30-minute coaching sessions with peers in the class. Participants receive feedback about these coaching sessions and recordings are reviewed and discussed during supervisory meetings to expand participant learning.

Some of the topics covered during 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; coach *use of self*
- 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 reflecting on and journaling about components of their Models. Using inputs from self-insight, 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 near 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 Personal Model 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 in the course.

## **About Us**

Formed in 2004, **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 expand 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 professionals seeking to enter, or expand, their capabilities in the practice of executive coaching.

For more information about iCoachNewYork and its programs, contact any of the faculty or visit our website:

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