



Inspirations

Below are areas in which the chapter is offering opportunities to provide pro-bono coaching.

Coaching Wounded Warriors and Their Families

by Anna Rappaport

As coaches, we are skilled at assisting people with life and work transitions; and we care deeply about supporting people and making a difference in the world. Now we have an opportunity to work with wounded warriors returning from Iraq and Afghanistan and their families to support them in the transition back into U.S. society.

I am working with Vivian Dietrich, Vice President of the D.C. Chapter of Operation Homefront to develop a program for offering pro bono coaching to wounded warriors and their families. We are seeking coaches to volunteer their time for individual and group coaching. We are also seeking experienced individuals

to help create system for evaluating who would be a good match for coaching vs. those who would best be served by a therapeutic approach.

Operation Homefront provides emergency assistance and morale to our troops, to the families they leave behind, and to wounded warriors when they return home. A nonprofit 501(c)3 founded after September 11, Operation Homefront leads more than 2,500 volunteers in 27 chapters nationwide. Since its inception, Operation Homefront has provided critical assistance to more than 40,000 military families in need.

On October 13, 2006, Homefront became the first non-profit organization to have a formal MOU (Memorandum of Understanding) with the Department of Defense. This MOU eliminates obstacles that sometimes occur between a private organization and the Department of Defense. This improves Operation Homefront's ability to assist the wounded warriors while they are in the service as well as after they are discharged.

The D.C. chapter of Operation Homefront has arranged for temporary housing to assist disabled service members who have been discharged from the service but have not yet begun to receive VA compensation. Other projects include building a playground at Walter Reed Army Medical Center for the children of recovering service members, facilitating donations of food and household goods, and providing special assistance during holiday times.

For more information about Operation Homefront please see <http://www.operationhomefront.net/chapters.asp>. If you are interested in volunteering your services as a coach or assisting with setting up a coaching program for wounded warriors and their families, please contact Anna Rappaport (202.288.4453 or anna@excellerationcoaching.com).

(See Inspiration page 8)

Inside

<i>Learning Resources</i>	<i>Page 3</i>
<i>Book Review</i>	<i>Page 5</i>
<i>Takeaways</i>	<i>Page 6</i>

In Memoriam

June 9, 1947 - July 8, 2008

This morning the coaching community lost a dear friend, bon vivant, and woman of many passions who was actively engaged in all of them. Polly Agee, master connector, died of a rare blood disorder. Rare was Polly, who became an early member of Thomas Leonard's coachville and founded its Metro DC chapter. Rare was Polly, who upon meeting you immediately added you to her list of people to invite to various events and as part of her circle of friends. Rare was Polly who always wore a wonderful smile and carried a hearty laugh. Rare was Polly, born and raised in Texas, who was an honest straight shooter and a get-it-done person.

Polly came to Washington to attend American University, from which she graduated. She worked in direct marketing for most of her career and continued to consult as she grew her coaching business. Polly was certified as a Retirement Coach from the Retirement Coach Institute.

An avid fan of jazz, Polly also enjoyed cooking, gardening, playing bridge, traveling, and being involved in politics. She was a founding member of Emily's List, which financially supported rising women political candidates (Emily stands for Early Money Is Like Yeast). Always up for getting together, Polly would organize on-the-spot pot luck dinners and bridge games. Always there for others, Polly gave tirelessly.

She encouraged her clients to be in the moment and to live one day at a time. We were blessed that she shared many moments and days with us. As one of those clients said, "Polly made a world of difference."

She leaves her wonderful dog Chloe and tons of beloved friends and colleagues.



The Metro DC Chapter of the International Coach Federation provides the nation's capital with a local forum for the art and science of coaching where we inspire transformational conversations, advocate excellence, and expand awareness of the contribution that coaching is to the future of humankind. It is also our mission to be the voice of the greater Washington DC area coaching community to the international organization, supporting them in meeting the needs of all members and the coaching profession.

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Congratulations to chapter member Christine Wahl whose book *On Becoming a Leadership Coach: A Holistic Approach to Coaching Excellence* will be released August 19, 2008.

This book focuses on coaching leaders in the context of the organizational systems within which they lead, drawing on the curriculum of the Georgetown University Leadership Coaching Certificate Program, one of the premier coach training programs in the world and the only one with this particular focus.

The November issue of *Learning* will offer a review.



Learning Resources

Using Adult Development Theory to Coach Leaders: A Workshop Review

by Steve Heller, ACC

Increasingly, the subject of adult development theory is showing up in local coaching circles. Our chapter's March meeting featured Bob Anderson, founder of The Leadership Circle, in a presentation titled "The Importance of Understanding Stages of Adult Development in Coaching Leaders" (see [Learning](#), Volume I, Number 3). In April, the CBODN/ASTD-DC Coaching SIG hosted Georgetown Coaching faculty member Frank Ball, speaking on "Adult Development Theory and Coaching Practice: Meeting Clients Where They 'Are' For Maximum Impact". The May session of the Bethesda Coaching SIG offered Leslie Williams of Integral Coaching Canada on "Integral Coaching: An Approach for Sustainable Change", addressing the application of Ken Wilber's Integral Psychology model to coaching, a model that explicitly incorporates adult development theory as a fundamental component. Frank Ball reprised his presentation for ICF Global's new Leadership Coaching SIG May conference call, and has announced Dr. Otto Laske, one of the leading academics in this field, as its August speaker. And last month, at our annual Capital Coaching Conference, Frank

Ball was called upon yet again to deliver his talk to a standing room-only afternoon breakout session. What's all the noise about? Allow me to whet your appetite for learning more.

In April, I was fortunate enough to be among the 16 coaches from around the country who came together in Arlington, Virginia for the inaugural session of Barbara Braham and Chris Wahl's new workshop, "Using Adult Development Theory to Coach Leaders," advertised as "a deep dive over three days into understanding the theory, its contributions and limitations to coaching, and how it informs your use of self as a coach". It was three days of intense learning and introspection with an inspiring cohort of coaches, led by two incredibly gifted teachers. I came away not only humbled by the challenge of the developmental journey that lies ahead of me, but also more convinced than ever that this field of study is likely to influence our profession's future more profoundly than any other perspective or framework for years to come.

We prepared for the course through a series of readings, drawn from the works of Susanne Cook-Greuter, David Rooke and Bill Torbert, Stephen Josephs and Bill Joiner, and Robert Kegan, and by complet-

ing the SCTi-MAP, the most highly validated and reliable of existing, developmental assessments, a sentence completion instrument which, once professionally scored, reveals one's Leadership Maturity Profile.

The workshop, a combination of lecture, discussion, and experiential exercises, took us through the theory of stage development, addressed how to coach clients in the 5 most common stages, helped us to understand and assimilate the results of our SCTi-MAP assessments, and reviewed the implications of the fit (from a developmental perspective) between coach and client and between client and role or organization.

Adult development theory is based on an understanding of a series of sequential stages, each representing a system through which a person makes sense (or meaning) of his or her experience. Each successive stage represents an expansion of the meaning-making capacity of the previous stage, an increase in the complexity of thinking of which the individual is capable. This workshop focused primarily on the five most commonly seen of the nine stages constituting Susanne Cook-Greuter's formulation: three from the so-called Conventional stages (Diplomat, Expert, Achiever)

(See *Learning Resources*, page 4)

and two from the Post-conventional (Individualist, Strategist), though the two later Post-conventional stages (Magician, Unitive) were also touched upon. For each, we looked at an extensive set of characteristics of the stage as well as at how to work with clients in that stage. We also discussed coaching guidelines built around creating a stage hypothesis and tailoring the work to that (lightly held) hypothesis.

One very powerful module of the workshop was time spent focusing on results of our individual assessments. The MAP reveals the stage of development corresponding to one's current 'center of gravity', noting that one does not necessarily consistently act from that stage of meaning making in all facets of one's life. You may move to an earlier stage under stress or to a later stage in moments when you are most supported. Reflecting on past coaching engagements from the perspective of thinking about differences between my stage of development and the likely stage of the client yielded tremendous insights about the impact that this framework can have on my future coaching relationships.

Finally, on the question of "fit", consider the implications of being able to address the following types of questions:

- ◆ Do the responsibilities of the client's job fit with his or her stage of development?
- ◆ Is there a fit between the boss' expectations of the client and his or her stage?
- ◆ If the client is at an earlier stage of development than that which would provide the kind of thinking and approaches required by his or her position, what supports are available to help the client meet expectations?
- ◆ If the client is at a later stage of development and in a position requiring earlier stage thinking and approaches, are there sufficient challenges to keep the client from leaving?

I invite you to explore this fascinating terrain with the thirst for learning our profession thrives upon. The opportunities for personal development are, in my view, limitless.

A BIG THANK YOU members for your fabulous participation making the first year of publishing *Learning* such a joy.

During the second year of Learning, we will begin seeking sponsors for the four issues. Details of the program will be announced in the fall.

be the leader, you are making a huge commitment to the employees and to the company.

Lesson Seven Leadership is all about courage. Leaders need courage to say the honest things that might hurt someone, that might take away someone's power, and that just might improve things for others. If you're going to tell the truth, you have to be ready for the reactions. Leaders need courage to discipline poor performers.

Lesson Eight The long march begins with the first bold step.

Sam surveyed employees asking some of the following questions: What are the company's unwritten rules? What are the company values and beliefs? What are the company stories and beliefs? What would the ideal company look like to you? Sam promised only he alone would review the answers. He provided an honest feedback report to all employees. This was new territory. The "known" was being thrown out and the "unknown" taking its place. In the end, many employees embraced the change.

Sam developed a very simple corporate mission statement: Always do the right thing for the client. And, the single corporate value: Respect everyone for the special gift each brings to the table.

Book Review

The Journey of the Accidental Leader

by Steven Gladis, PhD, HRD Press, 2008

Review by Judith Westbrook

Reviewer's Note: This is a review to inform readers of some of the content and how it might be used in coaching. This is not a book critique.

It happened by accident... how many of us have either said or heard this statement? And, what is your next thought? Oh, sure. Steve Gladis believes that leadership oftentimes appears by accident. He offers us an entertaining business parable that demonstrates leadership lessons he learned in the Marine Corps.

Our story begins with Sammy who finds himself in a quandary: His father has just passed away and left the family consulting business to Sammy to run for one year. At the end of the year if Sammy decides to sell the company, he must offer it to the employees first. If they decline the offer, he can sell it outright for \$20-30M, with half going to his mother. However, if he chooses not to manage the company for the year, he will get nothing from the sale of the company. If he chooses to stay, his Uncle Joe will serve as his teacher and coach.

Sammy is reluctant, feeling ill-prepared and unsure of his abilities. Joe asks him, do you think your father was prepared? He was scared and broke. Yet, he tried it.

Dr. Gladis takes us through Sammy's, or Sam as he requested to be called, family business story about business practices based on principles. Guiding principles becomes the theme of the story of a young man working hard to lead a business his father created. We observe Sam's growth. He does things differently from his dad. He's creative and daring and observant. I enjoy the story approach because I think of personalities I know and can see practical applications of the lessons.

Lesson One No one knows what they're doing until they try it. So Sammy tried running the business and the first tip his uncle gave him was his formula for success:

L=RT, RT, RR=Leaders do the right thing, at the right time, for the right reason.

Lesson Two You get what you give, so giving helps. The employees of the company were watching and waiting for their new leader to show them where he's coming from and where the company is going. This is important to them and

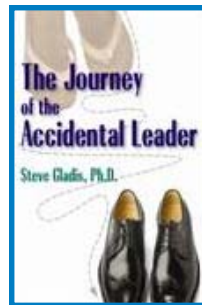
to their careers; it's a matter of trust.

Lesson Three Build trust by following the five C's: Character/honesty; competence/know your business; caring/if you care for your employees, there's nothing they won't do for you; commitment/will gain you respect; and, consistency/they can count on you.

Lesson Four Change isn't easy, but if you do it right, everyone wins. Sam took some chances. The story offered is a demonstration in observation and risk taking. Managed change can result in a win-win.

Lesson Five You need to have a vision to make it come true. This goes hand and glove with Lesson Four because creating a new vision will most likely create change. It was a lesson in patience, too, because Sam had to start at the beginning...if he chose change. He challenged his employees to tell him what the company mission statement and values meant...no one knew. Sam believed that this was important so everyone was working from the same premise.

Lesson Six If you want to create a positive culture, show people by your actions what you believe in, don't simply tell them. And, of course, this is not always easy. If you make a declaration that you will demonstrate by your actions what the positive culture should be and that you truly do want to



(See Book Review, page 4)

Takeaways

The first two stories are takeaways from chapter monthly dinner meetings.

Somatic Coaching: Accessing the Full Wisdom of the Body—May 17

by Bruce Ervin Wood, PCC, SPHR

Take a moment to be aware of your breathing.

When asked to put your right foot forward, do you first look down *before* moving your foot? Your answer may provide a clue as to how you show up as a leader.

By helping clients build distinctions around how we hold and move our bodies, **Mark Mooney** (program speaker) and the professionals of the Strozzi Institute enable clients to embody untapped energy and potential as leaders.

According to Mooney, based on the work of Fernando Flores (Speech Acts) and Richard Heckler-Strozzi, somatics focuses on energy flows within the “soma” or body. From cumulative childhood experiences and years of generally unconscious practice, our bodies adopt postures in response to our fears—embodied stories we hold as truth. As adults, the tension that we have come to habitually hold blocks the flow of our energy and reduces our flexibility, endurance, and capacity. Even though we expend energy to hold a particular shape, after a few years, the extra tension

feels so “normal” that our minds tells us we’re uncomfortably out of alignment/balance when we actually relax tense muscles.

Many personal development strategies seek change by building awareness of the stories we carry in our heads. While such efforts may yield results over time, Mooney noted, “Our stories live in our bodies.” Addressing our stories through body work makes the pathway to substantive change smoother, more direct, and more likely to be retained. “Shape produces our identity,” said Mooney. “Change our shape, we change the way we ‘be.’” To retrain our bodies, Mooney noted it takes 300 repetitions to gain muscle memory and 3,000 repetitions to embody a practice.

Fortunately, by adopting practices to help us be more relaxed in action, we rejuvenate our body awareness/sensitivity, and enhance our effectiveness as leaders by being better aligned with who we are and what we value. Mooney suggested examining the last time we felt frustrated, guilty, or needing to apologize for clues to how our bodies handle that kind of energy.

What would it be like for you to feel confident and at ease when standing for the things you most value? As coaching professionals, the complexity of our world increases at the light-speed of change. What would it be like to help clients walk courageously along the path of integrity remaining flexible and calm amidst chaos?

Mooney ended the evening with a series of group practices to give us a taste of learning what our bodies can teach us. That’s when he brought our attention to how we responded to his instruction, “move your right foot forward.” Some of us looked down as if to ‘see if we were doing it right.’ He then asked another question, “How does ‘checking to see if you are doing it right’ show up for you as leaders?” Such experiences expand our body of knowledge.

How to Set Up Your Coaching Business So the Media Contacts You—July 22

by Kori Diehl, ACC

President of Get Known Now, **Suzanne Falter-Barns**, shared her insights on successful media-attention-grabbing techniques, emphasizing the concept of “platform,” which is your statement about your coaching niche and what

(See Takeaways, page 7)

(Takeaways, continued from page 6)

differentiates you and your services from all the other coaches using the internet for marketing purposes. Through your platform, the world comes to know you as a proven, credible, expert presence in coaching—someone who comes with a built-in following of readers/clients.

We were challenged to look at our marketing efforts from the viewpoint of harried researchers in the quest for the latest, hottest topic to include in media outlets. Our goal is to match the specificity of our platform with the specificity of media searches for information. For instance, rather than identifying yourself as a Baby Boomer Coach, consider that the researcher may be looking for hot topics around female Baby Boomers who will retire in the next 5 years, having worked at the highest levels of telecommunications. Your niche must have an emotional hook and be authentically you. This uniqueness becomes a useable, searchable platform that will peak the interest of media researchers and their readers, who, it is hoped, become your clients.

Suzanne's opinion is that "blogging is the onramp to build platform." While websites may be useful, she cautioned that the media researchers are looking for dynamic, real-time concepts that generally are not available from a static website. She suggests that blogging "religiously" 3-4 times per

week establishes the fact that you are on top of your field and thinking big and new thoughts on a regular basis. If you complement your blog with a website, make the website deep, concrete, and specific.

Among the tactics that Suzanne thinks do not work well in getting the attention of the media are: Being self-published, soft fuzzy concepts, client testimonials, non-professional site designs, bad headshots, and a lack of consistent and eye-catching branding. Avoid blog or website templates if you can. Your goal is to develop a USP—a Unique Selling Presence.

The next set of stories is from the June 13, Fifth Capital Coaches Conference, where keynote speaker **Molly Gordon** offered a grand beginning to a grand day that **William Arruda**, the afternoon keynote speaker capped with a presentation on personal branding.

Keynote Speakers

by *Isabel Einzig-Wein*

In her calm, hypnotic tone, business coach and presenter **Molly Gordon**, MCC asked us to picture a gap in a rock formation. As the sun begins to rise, the new day begins with the light shining through this space where we can imagine new ideas. Endless possibilities exist. We must turn our beliefs into positive thought patterns to extricate ourselves from stress.

In the *gap*, Molly tells us, "Life happens". It is what it is. Now believe that in this place, the *gap*, we can explore new insights to free ourselves and help our clients free themselves from their negative beliefs thus moving toward positive solutions for work and life relationships.

Her theme, "*What Abundance Gurus Don't Tell You About The Law Of Attraction Or The Case For Success Before Enlightenment*," took us down a new thinking path about helping free our clients of their inner most discomfort level. We would also hear Molly's struggles and realization about looking at the truth as an



*Morning keynote speaker
Molly Gordon*

avenue toward acceptance, not as a problem. By accepting reality, one becomes present, and in presence, she states, there is no gap. In seeing the truth, we allow a channel to be opened to say, "What if this is not a problem?" and suggesting why it is not a problem. Molly demonstrated how this way of thinking could open our minds in a positive direction,

(See Takeaways, page 8)

(Inspiration, continued from page 1)

Community Outreach Programs

by Dan Martinage

In addition to the new activity for wounded warriors and their families, the chapter is involved in other programs:

- ◆ Joint program with the American Society of Association Executives (ASAE) on October 1, 2008. A two-hour, highly interactive opportunity for Association executives at all levels. The program features three ICF coaches explaining different coaching niches, demos, and group exercises.
- ◆ Joint program with the Center for Non-profit Management and the ICF DC Metro Chapter. Similar to the above program, this one will focus more on community-based nonprofit groups.
- ◆ Pro-bono Coaching Program with Greater DC Cares is a continuing program. Chapter coaches are matched with nonprofit executives typically for six sessions over a 90-day period. Participants can elect to continue coaching (including paid coaching) following the “end” of the 90 days.

(Takeaways, continued from page 7)

freeing our thinking patterns to look for possibilities and thus to behaviors toward providing solutions.



Olivia Lockwood and Susan Hahn during the morning keynote.

The Personal Branding Guru, **William Aruda**'s authentic presence enveloped the entire room. William exuded his topic, *Personal Branding for Career and Life Success Or How to Stand Out By Building Your Brand*. As stated in his book, *Career Distinction*, “Your target audience is the subset of your brand community that is most critical to your ability to reach your ultimate career goal conversations with them must be kept going to cultivate strong relationships essential to achieving your objectives.”

What then is branding? We are aware of companies that have made a statement to their customers such as Coca Cola—“Coke is it!” If we interpret this slogan as there is no other cola, then the Coca Cola Company has established its brand. In regard to personal

branding, think of your unique promise of value and who it is for. You are communicating how you are distinct from your peers, about how you will focus

your endeavors and the authenticity with which you will do this. William tells us that the benefits of a strong brand are self awareness, visibility, differentiation, control,

wealth, continuity, achievement, and fulfillment exuding authenticity. To know and write down your goals will give you, vision, purpose, values and passions. You should focus on your strengths when building your brand. “Your personal brand statement,” similar to companies we remember, William states, “becomes your mantra.” He professes that it is necessary to have *clarity*, *consistency* and *constancy*. Use the online venue to promote your brand by building it “bits and bytes.” Your clients will believe your mantra when you embrace change and show you know what you want. Make certain to “leave your mark on everything you do.” Be yourself. Be committed to developing a plan to always help you express your brand—*your unique promise of value*.

(See Takeaways, page 9)

(Takeaways, continued from page 8)

Sessions

Of the eight sessions offered, Learning received the following takeaways.

Leadership Investigations: Linking Who We Are With What We Do as Executive

Coaches—Linda Miller,

MCC

by Constance Hope

“Everyone can be a leader in her own life,” declared **Linda J. Miller**, Global Liaison for Coaching with the Ken Blanchard Companies, setting the tone for this highly interactive and experiential session. “It is vitally important to know who you are in that leadership role,” she continued, “particularly, if you are coaches working with executives.” To stimulate thinking and reflection, Miller introduced two coaching activities executive coaches at the Ken Blanchard companies use. To demonstrate the efficacy of the activities as coaching tools, Miller invited participants to experience them first hand.

The first activity, filling out the Leadership Point of View Worksheet, challenged participants to define their “leadership point of view.” The Worksheet includes such questions as: Who do you admire as a leader? What are their most admirable qualities? What is a leader’s job? As a

coaching tool, the Worksheet requires the client to examine beliefs about leadership and elicits thoughts about one’s own leadership style. Over time, the coach probes with powerful questions to deepen the clients’ learning about themselves as leaders. Why is a particular person a role model leader? Why are the qualities that characterize the role model leader admirable? Which of those admirable qualities does the client or could the client have? In light of the client’s answers, what does she expect from herself? This response could be the basis for a development strategy or a plan of action to become a better leader.

The second activity introduced the Visual Explorer, a tool for creative dialogue using interesting, diverse, provocative images developed by the Center for Creative Leadership. Session participants were asked to view 75 photographs of various scenes, vistas, people, and animals and to select one that reflected *who they were as a leader now* and one that represented *the leader they want to be a year from now*. As a coaching tool, the Visual Explorer exercise supports the key leadership abilities of visioning, perspective taking, creative thinking and action, and presence in expression and communication. Using inquiry, the coach can help the client to articulate where she is in the moment by being curious about the client’s choices of

pictures. As a creative and imaginative person, the client responds to the coach’s questions using metaphors and building stories that help to make sense of chaos, helping answer the questions *What do I need to be/do to move forward? What actions will I take, and by when?*

Miller challenged participants to examine their own leadership point of view as a way to link who they are with what they do as executive coaches. She asked each leader coach to consider who she was as a coach and as a leader in that moment, and who did she want to be within the next year. What actions does she need to take to move forward and when will she take them?

Defining & Refining Your Intuitive Skills—

Lynn Grodzki, MCC

by Kathy Gause

Lynn’s workshop offered participants theory and practice on refining their use of intuitive skills in coaching. With her calm, soothing, professional voice, Lynn first challenged our left side of the brain with a straightforward methodology using her psychotherapy experience and basing her presentation on science and facts. Then, she walked our right brain through how each one of us has instincts and the more we acknowledge and hone them,

(See Takeaways, page 10)

(Takeaways, continued from page 9)

the more influential we can be. That goes for our clients as well, particularly as we help clients be their own coach. Lynn provided specific examples of instincts we might notice, in technical and layperson's terms: Seeing the forest from the trees. Finding "Waldo."

Using the highest good of the client, through interaction Lynn enabled participants to experience how one's intuitive skills might work. The easy yet poignant exercise involved asking ourselves an important question with which we were currently struggling. I anticipate that it will play out the way my intuitive skills predicted although the response was a surprise to me and several other coaching colleagues. This exercise was followed by a group exercise where we applied our skills to help one coach. Lynn reminded us to heighten our observation and articulation, focus on clarity, notice details, stay curious, and

ask questions that spark possibilities. Lynn interspersed a few of her real life experiences of intuitive skills and shared what worked and what she might have done to be more intuitive.

Identifying Invisible Influencers—How Four Key Areas Determine Client Behavior

—Leah Grant, MCC
by Lori Ermi, ACC

The foundation of Leah's work on invisible influencers focuses on four key areas:

- ◆ Innate strengths
- ◆ Core needs
- ◆ Lifetime values
- ◆ Embedded wants

Innate strengths—We can enhance strengths we are born with, but we cannot turn weaknesses into strengths. We OWN our strengths. Many leaders talk about skills and strengths as synonymous, but skills are learned. Skills need to be updated and repeatedly refreshed. Of the countless strength assessments, Leah's favorites are Highland

Battery and StrengthsFinder. She gave an example of strengths and how perceptions, key questions, requirements and actions manifest themselves. If one is analytical, the perception is of fixing things. How does this work? How can I make it better? Ideation, however, will have the perception of curiosity. What's this? We could try this and may tend to be indecisive in keeping open the world of possibilities. When clients are not using their strengths in a major life area they feel frustrated, self-conscious, "behind" everyone else and inauthentic.

The coach's responsibility is to know clients' strengths. Leah shared a framework:

Focus on weaknesses=Waste of time. Focus on skills=Frustration. Focus on strengths=Empowered.

Innate strengths must be used to feel *authentic*.

Core needs—As drivers of behavior, core needs are emotionally based and unique to each person. Most of us have three to five major core needs. Needs are temporary and can be triggered by a situation (i.e., if your mother dies, you may have a need for closeness for a period of time). Ask: Has this need been present throughout your life? When did you first notice this need? If the core need is being fully satisfied, it may not be recognized as a need. But, that does not mean it is no longer a



Prospective purchasers at Conference bookstore

(Takeaways, continued from page 10)

need. Ask: When you were a child, what were you afraid might happen? Fears offer clues to our core needs. Listen for unmet needs: Dissatisfied, frustrated, moody, not focusing on what makes most sense to be a priority in life, engaging in behaviors in opposition to their values. Needs are little gremlins—We do things outside our character to get them met. To differentiate needs from wants ask: Who are you when this need is not met? What comes up emotionally for you? To what lengths will you go to get it? How focused are you on other things when this need is not met? When the need is met, one should feel relieved, satisfied, at peace. The coach should never step over a need! Assist in seeing how the need is influencing a client's behavior. How is it serving them or hurting them?

Core needs must be handled to feel *satisfied*.

Lifetime values—Are fulfilled, inherent, unique to each person and aligning to them is authentic. Typically we have three to five. There are two types of values: Things (e.g., health, family, democracy) and characteristics (e.g., goodness, morality.) Does the presence of this value make you happy/fulfilled/satisfied? If the value is family or religiously engrained, it may be tricky to identify. The value may be a programmed one and a red flag. Help the client identify these values after identifying core needs.

Lifetime values must be represented to feel *fulfilled*.

Embedded wants—Unique, evolve over time, yet have an underlying theme that connect the deepest part of ourselves, often buried because they may seem too big to achieve. Listen for clues: “If I only could...” “I’ve always wished...” “It sounds crazy but...” Ask: Say a little more about...Encourage dreaming and reflect on what they wanted to be when they grew up. The coach can listen. Create a space to illuminate connections between values and wants, which can be tricky because needs might sound like wants and there is a distinction.

Embedded wants must be revealed to feel *alive*.

To receive an inventory for any of the four areas send an e-mail to leah@leahgrant.com.

Empowering our Future, Coaching Youth & Teens

—Randy Nathan, PCC
by Jodi Sleeper-Triplett, MCC

Randy Nathan understands the power of coaching and clearly sees the value of directing our coaching energy toward teen clients. The coaches in this breakout session were interested in learning how Coach Randy, as his clients call him, applied life coaching techniques with teen clients. In a detailed presentation on the youth of today, ages 13-18,

aptly named “Millenials,” Coach Randy outlined the difficulties facing youth, pointing out the need for building trust. Coaching allows us to shift from telling teens what to do, which they get from parents, teachers and other adults in their lives, to partnering with teens to help them make choices. Using our coaching skills of active listening, powerful questioning, and direct communication, we can build trust in partnership with teen clients.

Coach Randy has seen the positive impact of working with large groups of teens in school systems to introduce the coaching model and has seen exciting shifts in the audiences during his coaching presentations. According to Coach Randy, we need to “set goals and action plans with teens and help them develop a concept of purpose. This increases the ability of teens to understand how to pull out their greatness from within.”

In applying his coaching model, Coach Randy talked about the power of the paradigm to teach teens how to shift their perspective. He demonstrated using visual tools and images and a teen-centered version of the wheel of life.

The clients learn to—

- ◆ Make choices
- ◆ Increase their self-confidence

(See Takeaways, page 12)

(Takeaways, continued from page 11)

- ◆ Build self-esteem
- ◆ Reduce stress (and teens have lots of life stressors)
- ◆ Stay connected to their core values

Coach Randy uses the following coaching principles with his clients:

- ◆ I am who I choose to be
- ◆ Life is a journey
- ◆ There are no mistakes, only opportunities
- ◆ I am greater than I appear to be
- ◆ I am here for a special purpose

These coaching principles are applicable to clients of all ages. The power of applying these principles when coaching teens is that we have the opportunity to help teens realize their full potential. Using coaching tools, techniques, and strategies geared to teen clients, Coach Randy shared his passion so that other coaches can experience the joy of helping teens make positive life choices and become empowered to follow-through with their life goals. This is the first step toward creating leaders and role models for the future.

Adult Development Theory and Coaching Practice: Meeting Clients Where They Are

—Frank Ball, MCC

by Patton Stephens

This session included a review of the origins and authors of Adult Development Theory, an overview of the stages of development in the model, as well as the developmental challenges and coaching opportunities at each stage of development.

Adult Development Theory is based on 40-50 years of social science research and has been studied and developed by several individuals. Adult Development could be described as a progression of different ways of “sense making” as one moves through life. While focusing less on “sense making” through horizontal development (learning more skills and getting better at a given task over time), Adult Development focuses more on

vertical development (gaining a fundamental reorientation regarding one’s self in relation to others, such as when children learn that others can still see them even when they have their own hands covering their own eyes).

The stages of Adult Development and their developmental challenges follow:

Stage 1: No perspective of self

- ◆ An infant’s sense of being one with the mother

Stage 2: Me/mine

- ◆ I am the central star and everyone else is a prop to my story
- ◆ Inability to consider another’s view at the same time as taking my own into account
- ◆ Ten percent of adults fall into this stage (and most children through adolescence)

Stage 3: Other-dependent

- ◆ Locus of control is external to self (conforming to community expectations)
- ◆ Have difficulty distinguishing my points of view from those of others
- ◆ Feel guilty if I lose the approval of others
- ◆ Most adults are in this stage

(See Takeaways, page 13)



Michael West and Wendy Swires enjoying the afternoon break.

(Takeaways, continued from page 12)

Stage 4: Self-authoring

- ◆ Able to see self as object, as if from standing on the balcony
- ◆ Can articulate a coherent theory of self in terms of values and principles, even if this differs from the consensus view
- ◆ Twenty to twenty-five percent of adults

Stage 5: Self-aware

- ◆ Have a broader world view
- ◆ Being in the flow of life
- ◆ Less than 10 percent of adults

Stage 6: Universal

- ◆ See the Whole
- ◆ Very few people reach this level

Adult Development Theory is complex and should be studied in more depth by coaches who want to actively use it in their work. In fact, a key step in learning more about it would be to assess your own stage of development using the Maturity Assessment Profile Cook-Greuter developed. Frank stated that there is no evidence to show that coaches are distributed any differently across the six levels of development than the general public, and as such, may want to consider how well their own level of development matches that of their clients when deciding whether or not to begin a coaching engagement.

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Length will vary according to the type of material. Please abide by the following when submitting material.

- ◆ A2Q (structured interview): 300-500 words
- ◆ Book Reviews: 500-750 words
- ◆ Feature Stories (models, methodologies, case studies): 750-1000 words
- ◆ Inspirations: 250-300 words
- ◆ Learning Goings On (list of chapter members' program offerings): Unlimited
- ◆ Learning Resources (tips, techniques, tools): Unlimited
- ◆ News to Me: 250-300 words
- ◆ Takeaways (learning at chapter, regional, national, or international ICF events or other coaching programs): 500-700 words

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Review Process

We will acknowledge receipt of contributions immediately upon receipt. Material will be reviewed within one week of receipt. The *Learning* Team will contact contributors whose submissions have been scheduled for publication.

Upcoming Events

22 September 2008 *Ian Woodall*
The Tao of Everest
Location to be determined

8 October *Submission Deadline*
Learning Volume II Number 1
communications@icfmetrodc.com

23 October 2008 *Caroline Miller*
What Every Coach Should Know about Positive
Psychology and How It Can Help Every Client You Have
Embassy Suites Hotel-Friendship Heights
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11 November 2008 *Leslie Williams*
Integral Coaching—Canada's Systemic Approach to
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Embassy Suites Hotel-Friendship Heights
Washington, DC

12-15 November 2008 *ICF Global Conference*
Montreal, Canada

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Self-mailer (for this issue)