

iCoachGlobal Professional Coaching Program (PCP) 2024 Syllabus

Since 2004, **iCoach Global's Professional Coaching Program (PCP)** has been at the forefront of training professional coaches, integrating theory and practice, skill and insight, art and science. PCP is an intensive four-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. In 2022, we changed our name to iCoachGlobal from iCoachNewYork to reflect that our PCP Program is now delivered virtually.

The PCP Program is conducted in English. English does not need to be the primary language of participants, as long as they demonstrate proficiency in speaking, reading and understanding English. In the past we have graduated participants whose native languages were either French, German, Spanish or Hebrew. Our classroom welcomes a rich diversity of cultures, ethnicities, races and experiences, as well as both able-bodied and coaches who have a disability.

Offered by iCoachGlobal in conjunction with the Management Department of Baruch College's Zicklin School of Business (CUNY), PCP 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, business 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 iCoachGlobal and the Management Department of the Zicklin School of Business, Baruch College. Our program is approved by the International Coach Federation as Level 1 Program for 124 SCH (Student Contact Hours) credits applicable toward credentialing with the International Coach Federation.

iCoach accepts professionals who have their own practices as coaches as well as those working within organizations. Individuals working full-time can easily participate in PCP provided that their practices or employers can be flexible in accommodating classes (Friday mornings,) weekly faculty supervision and client coaching meetings during the four months of the course. Additional time commitments include reading, reflection, between-class prep, work with peers,

and a written final paper. 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 2024 program is \$14,000, payable in advance of the program. Once accepted for admission, a non-refundable deposit of \$3,000 will secure a seat in the class. Payment plans are often possible as long as tuition deposits are made with additional payments and full payment is received by April 1, 2024.

Program Overview

Major Elements of the Professional Coaching Program

- I. Fifteen Seminars:** PCP 2024 takes place remotely with fifteen 4 hour sessions on Friday mornings beginning February 23rd through May 31st (except class will be held on Thursday March 28 before Good Friday). The seminars consist of faculty led instruction, lectures, case studies, skill practice and other classroom learning activities. We aim to have 12-15 participants.
- II. Case Assignment:** Each participant is assigned a coaching case within a sponsoring organization, secured by the faculty on a pro bono basis. The coaching assignment is for 3 months and the coaching case occurs parallel with the course. A final paper describing the case and how key learnings from the course were applied and how that shapes ones personal model of coaching is required.
- III. Case Supervision/Mentor Coaching:** Each participant is assigned a faculty Mentor Coach/supervisor for one-to-one weekly meetings to review case progress and help participants reflect on and apply insight and learning as they develop their coaching stance.
- IV. Recorded Coaching Sessions:** Participants are asked to practice and record 30-minute coaching sessions with other class participants; these recordings are reviewed and discussed in Mentor Coaching/supervision. A final Recorded Coaching session which meets the ICF requirements at the ACC coaching competency-level is required of each participant. A written evaluation of all Final Recorded Coaching sessions is provided by an ICF-certified iCoach Faculty member. Participants who do not pass the Final Recorded Coaching session are permitted to re-test one time with a new recording which will then receive a new written evaluation from a faculty member.

- V. Personal Model of Coaching:** While there are best practices in executive coaching our philosophy emphasizes that there is no one way to coach. Appreciating and incorporating each coach's values, unique background, personal and professional experiences and observing themselves as they coach are important elements in effective coaching. Participants in the course are asked to reflect on, journal and incorporate these elements into their own emerging Coaching case which is to include their Personal Model of Coaching. Personal Models are described in class presentations given by each participant towards the end of the course.

I. Fifteen Seminars

The heart of the program is understanding the arc of the executive coaching engagement. The fifteen seminars navigate through each step of the arc while keeping the focus on the challenges of helping successful managers and executives adapt and upgrade their job-related style and skills, often on topics such as self-management, interpersonal skills, and leadership. Each session ties professional coaching to theories of adult change and provide examples of typical options and choices for each phase in the arc of a coaching engagement. The fifteen seminars are rooted in experiential learning and include presentations, cases studies, demonstrations, practice opportunities, in-depth discussions, and guest speakers.

Topics covered include:

- Arc of the typical organizationally-sponsored 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 agility)
- Coaching Across Differences: coach to client and client to context; our aim is for coaches to acknowledge, explore, and celebrate differences
- 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, use of self, 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, both before formal feedback and after.
- 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 socialize plans with sponsors.
- Confidentiality: executive coaching processes typically are not confidential while the client 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.
- We also engage in ongoing discussions about the ethics of coaching, which very much informed by the ICF code of ethics for 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 used extensively:

Becoming An Exceptional Executive Coach, by Frisch, Lee, Metzger, Robinson & Rosemarin

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):

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

Karin Kimsey-House, Henry Kimsey-House, Phillip Sandhal, Laura Whitworth, Co-Active Coaching, 4th Edition, Nicholas Brealey Publishing.

II. Case Assignment

An important distinction of PCP versus other coach training programs is our deeply held belief that experiential learning in an organizational-context is essential to becoming a competent executive coach. There is an apprenticeship aspect of our approach that pervades all elements of the course. Each participant engages in a full 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 arc of professional coaching 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 assignments will be conducted remotely. Coaching cases are mostly within organizations throughout the United States, although some are conducted internationally. Coaching engagements are in both for-profit and non-profit sectors. Each participant assumes full responsibility for managing and completing the coaching engagement, with faculty support, and supervision and mentor coaching as a real professional coaching experience. While there is weekly contact between participant and faculty supervisor/mentor coach, there is no contact between the client being coached and the faculty.

A final case paper describing coach choices throughout the arc of the engagement, how in-class learning was applied, and what the coach learned is due at the end of the course. This final paper condenses both the case study and the personal model work that each participant does.

III. Case Supervision/Mentor Coaching

Each participant meets with an assigned faculty Mentor Coach/ supervisor for a scheduled hour each week (faculty supervisors are also available on a just-in-time basis). The goal of these scheduled meetings is to allow participants to examine the coaching process as it is occurring. While application of seminar material is often discussed, the most significant results of supervision are greater self-insight about the role of the coach based on actual work with a client and what the coach brings to the work with the client.

In addition, participants in PCP will conduct a minimum of three recorded 30-minute coaching sessions with peers in the class. Recordings are reviewed and discussed during Mentor Coach/supervisory meetings to expand participant

learning, and to help participants create a recording that meets ICF coaching competency requirements at the ACC Level.

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 assessment platform
- Questioning for information, motivation and insight
- Exploring differences in coaching relationships and beyond
- Judging how and when to offer just-in-time feedback
- Dealing with sponsors and stakeholders while maintaining client confidentiality
- Insights about coach strengths and development areas for future growth
- Self-observation of using ICF Coaching competencies within a coaching session. These ICF Coaching competencies are discussed throughout the fifteen classes as well as in individual Supervision/Mentor Coaching sessions.

IV. Personal Model of Coaching

The Personal Model of Coaching is a concept that pulls together all elements of the Professional Coaching Program and speaks to the approach that the coach will take in undertaking a coaching assignment.

Why is a Personal Model so important?

We believe that no two coaches work in quite the same way, nor should they even when they align with a consistent model of what creates exceptional coaching relationships. Effective coaching rests on a special bond between coach and client that is genuine and authentic. Yet coaching 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.

How do we aid in developing a personal model?

Using inputs from self-insight, class content, the actual coaching assignment and faculty supervision and mentor coaching, each participant's Personal Model describes a tailored, sustainable, and comprehensive coaching framework. Participants are encouraged to journal their reflections and build upon them as the course progresses. A final paper is due near the end of the course and is an integration of both the case experience and each participant's personal coaching model.

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/mentor coaching and coaching experience.

The resulting integration yields three major Personal Model implications or outputs:

- A description of each participant's preferred approach to delivering organizationally-sponsored coaching especially aimed at organizations and clients they hope to work with.
- A plan for how each participant will approach the coaching marketplace or internal role and integrate coaching into their professional activities.
- A development plan for how to continue growing as a professional coach.

About Us

Formed in 2004, **iCoachGlobal**, previously known as **iCoachNewYork**, is a 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/mentor coaching to expand the professional practice of

coaching. The faculty members of iCoachGlobal are all highly experienced professional coaches who have joined together for the common purpose of providing the finest development experiences for professionals seeking to enter, or expand, their capabilities in the practice of executive coaching.

For more information about iCoachGlobal and its programs, contact any of the faculty or visit our website: www.iCoachGlobal.com.

Teaching Faculty:

Jeremy Robinson, MSW, MCC [Director of Education]
Karyn Gallant, MS, PCC

Senior Faculty Advisor:

Donna Marcus, MA

Adjunct Faculty:

Sarah Savella, MA, PCC
David Sarnoff, Esq, ACC
Bart Feder, ACC
Jacci Johnson, PCC

Emeritus Faculty:

Michael Frisch, Ph.D.
Karen Metzger, LCSW

Founder:

Bob Lee, Ph.D. [deceased].