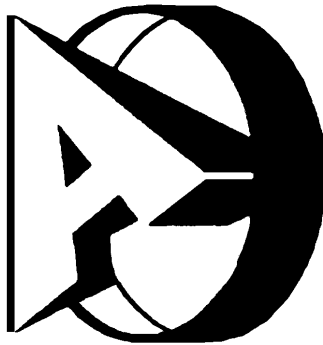


Adler School of Professional Coaching - SouthWest, LLC



Course Information 2002

3420 E. Shea Blvd., Suite 109
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Welcome to Adler

Professional coaching is emerging as an exciting new profession that helps individuals and organizations move to excellence by facilitating their learning, developing their potential, and guiding effective actions. The Adler Certificate in Professional Coaching is an exceptional coach training program. The program provides a solid theoretical foundation, training in the use of effective tools, direct experience, and ongoing support.

Program Director Melinda Sinclair has drawn on her experiences with coaching and with coach training, as well as the experiences of other top coaches who have joined our faculty, to provide a sound foundation for the emerging profession, as well as to provide up-to-date hands-on techniques. Feedback from our students, guest presenters, and corporate clients, and top coaching professionals places our program at the forefront of professional coach training.

We are pleased to have the opportunity to extend the availability of our coach training services, with the opening of our first US campus in Phoenix, Arizona.

The position of the coach training program within Adler Professional Schools creates an exceptional opportunity to integrate tools and techniques for high performance and results with the core principles of Adlerian philosophy. This is a philosophy which is holistic, has advanced methodologies for building cooperative relations, takes an optimistic view of people's creativity and ability to change, and is concerned about the betterment of the human community.

Please examine the enclosed material. If you have further questions about the coaching program, please don't hesitate to contact us by phone at 602-569-2426, or by e-mail at info@adlercoach.com. We look forward to getting to know you.

Yours truly,

Linda J. Page, Ph.D.
President
Adler School of Professional Coaching, Inc. - Toronto

Summary of Requirements for the Adler Certificate in Professional Coaching

Foundations of Professional Coaching

Who should attend	Contents	Hours
<p>Aspiring coaches, managers, business owners, human relations and other professionals, mental health and health service providers, parents, teachers, anyone who has a people development role.</p>	<ul style="list-style-type: none"> • The field of coaching and some key distinctions around 'coaching' • The conceptual foundations of coaching • The Adler coaching model and its application • The core competencies of coaching • A 'starter kit' of coaching tools and techniques • Opportunity to practice using skills, tools and techniques • Developing a plan to support further personal learning • Exploring fit into the field 	<p>5 classroom days (32 hours)</p> <p>4 teleclasses (4 hours)</p> <p>plus two assignments for independent work.</p>

Coaching in the Context of Work

Who should attend	Contents	Hours
<p>Anyone who successfully completed the Foundations of Professional Coaching course and is interested in deepening their coaching competence by completing the Adler Certificate in Professional Coaching. Applicants are asked to complete a form that includes questions regarding their specific interest in coaching and to submit it with a resume. The selection process focuses on a 'good fit' between candidate and program in terms of prior experience, participation in Foundations course, and candidate objectives.</p> <p>Prerequisite: Foundations of Professional Coaching</p>	<ul style="list-style-type: none"> • Use of coaching knowledge and skills effectively in the domain of work, and within the context of organizations. • Specific tools, techniques and processes for coaching in the context of work • Further honing of skills and deepening of general coaching knowledge. 	<p>5 classroom days (30 hours)</p> <p>5 teleclasses (5 hours)</p> <p>plus three assignments for independent work</p>

Moving Toward Artful Coaching

Who should attend	Contents	Hours
<p>Students admitted to and continuing in Certificate in Professional Coaching program</p> <p>Prerequisite: Coaching in the Context of Work</p>	<p>Deepening coaching competence through exploring five themes:</p> <ul style="list-style-type: none"> • Coach and client as masterful intentional learners; • Coaching through the lens of leadership, an integrative theme for many coaching engagements; • Using the pathways of creativity and imagination effectively; • Using the power of metaphor effectively in coaching; • Integrating the being and doing strands in a long-term coaching program, and developing a personal action plan for ongoing professional development and practice building. 	<p>5 classroom days (30 hours)</p> <p>5 teleclasses (5 hours)</p> <p>plus one assignment for independent work</p>

Practicum

Who should attend	Contents	Hours
<p>Anyone who is enrolled in or has completed Moving Towards Artful Coaching. (Candidates can apply to start their Practicum while completing Coaching in the Context of Work if they meet certain requirements.)</p>	<p>Enhancing coaching competence, deepening and broadening grounding in Adler model, and developing key elements required for professional coach practice.</p>	<p>Minimum of six months to complete</p>



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2002 Dates for Professional Coaching Courses

*Foundations of Professional Coaching, offered in September 2002,
is a prerequisite for the Coaching Certificate Program
(Dates subject to change)*

Foundations of Professional Coaching, Week I (Fall)

Monday, September 9, 2002	9:00 a.m. to 5:00 p.m.
Tuesday, September 10, 2002	9:00 a.m. to 5:00 p.m.
Wednesday, September 11, 2002	9:00 a.m. to 5:00 p.m.
Thursday, September 12, 2002	9:00 a.m. to 5:00 p.m.
Friday, September 13, 2002	9:00 a.m. to 5:00 p.m.

Coaching in the Context of Work, Week II (Winter)

Monday, December 2, 2002	9:00 a.m. to 5:00 p.m.
Tuesday, December 3, 2002	9:00 a.m. to 5:00 p.m.
Wednesday, December 4, 2002	9:00 a.m. to 5:00 p.m.
Thursday, December 5, 2002	9:00 a.m. to 5:00 p.m.
Friday, December 6, 2002	9:00 a.m. to 5:00 p.m.

Moving Toward Artful Coaching, Week III (Spring)

Dates to be announced

Practicum

Dates, subsequent to Week II, to be announced

Foundations of Professional Coaching is designed with the intention that participants will be able to

- Articulate what coaching is, and how it is distinguished from, counseling, consulting, training, mentoring, managing
- Articulate the distinction between coaching as a profession and the use of coaching skills in different contexts (e.g., using coaching skills as a manager, versus being an internal or external coach)
- Articulate in general terms what the “landscape” of coaching as a profession currently looks like (e.g., professional affiliations, trends, different specialized forms of coaching)
- Initiate and manage a coaching relationship and process with an individual client (including co-creating an agreement, clarifying goals and desired outcomes for the coaching process, conducting an appropriate intake session, managing logistics over time)
- Have powerful coaching conversations with a client designed to enhance client awareness, expand client choice, and increase trust in client's essential self, in service of moving towards the client's goals
- Design a short-term plan with actions that will move clients towards their intentions and goals
- Establish action planning and accountability structures to support a client's actions over time
- Reflect on their coaching and assess themselves, using the framework of the model and the core coaching competencies as a bench-mark
- Move from reflection on their coaching to designing personalized learning and development plans to enhance their coaching competence
- Reflect on their 'being' and identify what areas of personal growth and development will best serve their development as a coach
- Move from reflection on personal growth opportunities to designing personalized learning and development plans to support personal growth
- Articulate both their current and desired future location in the landscape of coaching, by considering amongst others their current skills, expertise, and experience, and what specifically they want their coaching to be in service of

During the Foundation course participants are introduced to the core competencies listed in the ICF Coaching Core Competencies list. Participants gain greater insight into what each of the core competencies entail and participate in activities that are designed to build competence in these skills.

Specific objectives of Coaching in the Context of Work

Coaching in the organizational context

- Address common issues associated with coaching within the organizational context
- Explore a variety of ways to approach coaching clients within organizations
- Further develop coaching competencies that will enable them to coach effectively within the organizational context
- Learn to use the current “Personal Mastery” literature as a coaching tool as well as for personal growth
- Be introduced to the concept of organizations as systems and gain an awareness of the impact these systems can have on both coach and client
- Explore what it means to show up authentically as a coach in this context
- Examine the profession of coaching as it relates to the corporate context and the opportunities for coaching engagements in workplaces
- Share perspectives on the power and impact of coaching individuals in organizations
- Examine ways in which you can position yourself, position coaching and the benefits of coaching for individuals who sponsor or engage coaching services
- Introduce the general principles and practices for structuring a coaching engagement within the organizational context
- Provide insights into how to manage client/sponsor relationships and expectations from first approaching the organization through to completion with a client
- Provide opportunities for interaction and discussion about typical issues that come up when engaging in coaching in organizations using case situations.

Feedback and assessment

- Acquire a framework for classifying assessment tools into 3 categories: Psychometric, 360 and User Friendly
- Discriminate between appropriate and inappropriate uses for each category.
- Deepen understanding of coaching applications for each category
- Experience an application using the Strength Deployment Inventory (SDI)
- Practice using the SDI for deepening understanding of motivational and conflict patterns
- Explore the potential of using the SDI for coaching
- Discover other User Friendly Instruments
- Examine critical elements to optimize 360s impact
- Practice 360 debrief techniques
- Apply a coaching model to teams and groups

Team coaching (two days)

- Link the team/group coaching competencies with the core coaching competencies
- Examine the similarities and differences between one-on-one coaching and team/group coaching
- Explore the role coaching can play in enhancing a group’s capacity to learn and grow and, as a result, perform at a higher level
- Work inside the context of a learning team, so as to experience first hand, the opportunities and challenges teams encounter in the process of change
- Examine the role of the coach inside the team/group development process

Specific objectives of Moving Towards Artful Coaching

Coach and client as masterful intentional learners:

An opportunity for participants to explore coaching more deeply from the perspective of learning, in order for coach and client to become more masterful as intentional learners. Specific objectives include:

- Build a deeper and broader understanding of self-generated feedback and informal assessment in coaching, and how this relates to learning
- Equip the coach with practical, concrete tools and techniques to support their client in optimizing their learning
- Explore different conceptual schemas as 'lenses' through which the coach can listen and hear what their client is saying and experiencing, and through which they provide perspectives, feedback, etc. to their client
- Provide coaches with a deeper understanding of the principles involved in powerful mutual feedback in coaching

Coaching through the lens of leadership:

An opportunity for participants to see how they can creatively integrate the knowledge, skills, and tools they have gained into a coherent, long-term program for coaching around a key development area with a wide applicability. Specific objectives include:

- Examine perspectives on leadership and how these shape our orientation in the coach/client relationship
- Introduce a leadership model, explore how it blends with Adlerian coaching principles and how it can be used to coach leaders in organizations
- Explore tools and techniques for coaching through the lens of leadership
- Practice coaching from a leadership perspective

Coaching with imagination and creativity:

An opportunity for participants to explore the importance of creativity and imagination both for themselves in their coaching and for their clients, and to practice with ways and means to access these 'pathways' more effectively. Specific objectives include:

- To access one's own inner creative resource
- To experience what it is like to coach through the lens of an artist
- To become familiar with tools and processes that assist clients in accessing their sources of creativity
- To learn to collaborate creatively with clients

Using metaphor in coaching:

An opportunity for participants to explore the power of metaphor, both for themselves in their coaching and for their clients, and to practice specific ways and means to use metaphor effectively in coaching.

Specific objectives include:

- Build insight into the role of metaphor in structuring our subjective reality
- Explore the potential of this link between metaphor and subjective reality for using metaphor in coaching
- Explore different uses of metaphor in coaching
- Practice a process for spoken metaphor exploration and transformation
- Build advanced grounding in the key skills of listening and client-centered questioning
- Develop advanced competence in attending and responding in the moment to client's language
- Develop advanced competence in 'multi-tracking' in a coaching conversation

Growing yourself, growing your practice:

An opportunity for participants to explore how they can integrate the being and doing strands in a long-term coaching program, and to put in place structures to support their continued personal growth and practice development. Specific objectives include:

- Revisit questions about personal orientation as a coach
- Review and reinforce the knowledge, skills and processes involved in establishing and growing a coaching relationship
- Provide opportunities to practice the core competencies of coaching and receive feedback
- Examine the importance of continuous learning for coaches and how coaches can create support and learning processes for ongoing development
- Provide guidance on issues of practice management
- Develop an action plan for how participants will integrate their learning from the Coaching Program into their lives and business practices

Practicum Outline

Participants can start their Practicum after completing all the course work or may request to start their Practicum while completing the advanced course work. The second option is appropriate only for participants who have been actively coaching a number of clients since starting the course and who have the time and flexibility to manage the course work and Practicum work concurrently.

The Practicum requirements include the following key elements:

- Logging 40 hours of practice coaching
- Being coached for a minimum of 10 hours by an approved coach (cost of this not included in program fee)
- Completing 8 one-on-one supervision sessions with a faculty member
- Completing 18 hours of coaching labs
- Completing a Practice Profile
- Final Examination (written and oral) and Exit Interview

Final exams are scheduled for those students who have fulfilled all the requirements.

Core Faculty Profile

The Adler Professional Coaching Certificate Program is presented by a team of experienced coaches who share some key assumptions about the coaching process and yet bring their own unique expertise to the program. Our core faculty includes:

Melinda Sinclair (Program Director), draws on her skills and training as a coach, her experience in teaching, training and instructional development, and her extensive network with other experienced coaches. She is committed to a coaching program that values integrity, quality and professionalism. She combines her academic training as a linguist with her coaching background to develop innovative approaches and tools for training in coaching skills. Melinda is accredited as a Professional Coach through the International Coach Federation, is Co-host of the Toronto ICF Chapter, and is a member of the ICF Language Committee.

Dorothy Greenaway provides coaching, consulting and custom-designed training services to corporations. She brings a wealth of corporate experience to her development work. Dorothy specializes in performance coaching and inspiring senior managers and executives to embrace and excel in purposeful leadership. She has an extensive international client base. A graduate of the Executive Coaching Institute™ she acts as a mentor coach for this organization. Dorothy has studied with the Coaches Training Institute and has completed Co-Active Space's Leadership Development program. She is accredited as a Professional Coach through the ICF.

Darlene Russell is a leader in providing training opportunities for coaches in Canada. She was one of the first Canadian coaches to receive the Professional Certified Coach (PCC) designation from the International Coach Federation (ICF). Darlene has a special focus on using the coaching process as a means to tap into creativity, and helping clients orient themselves around purpose and core values - issues that are increasingly important in the workplace. In addition to her coaching practice, Darlene is actively involved in designing and presenting innovative group experience.

Adria Trowhill is a team and executive leadership coach with over eighteen years of experience in providing specialized services to both the public and private sectors. With post-graduate training in psychology, extensive experience in business and advanced coach training, Adria brings both in-depth knowledge and innovation to her coaching and training. She has gained recognition as a specialist in coaching self-directed work teams to improved performance and overall effectiveness. Adria is Host of the Toronto ICF Chapter. She is accredited as a Master Coach through the ICF.

Francoise Morissette is a Senior Human Resources Consultant at Geller, Shedletsky & Weiss. She specializes in Executive Coaching, Leadership Development, Team Building, Educational Design and presents in a variety of formats. She is currently a faculty member at Queen 's University Center or Industrial Relations where she presents on strategic HR issues, Change Management and Coaching Skills. Francoise holds degrees in both Psychology and Adult Education and has advanced coach training. She is accredited as a Professional Certified Coach by the International Coaches Federation.

Jeanie Nishimura is a team, executive and personal coach with expertise in teaching, training and development. Jeanie draws on her background in the arts and adult education to create meaningful experiences that enhance team and individual learning. She collaborates with Adria Trowhill in the creative design and delivery of coaching programs which enable organizational leadership teams to further develop their leadership capacities, both individually and collectively. Jeanie has an M.Ed in Curriculum from OISE/UT and advanced coaching training. She is a member of the International Coach Federation and chairs the Program Committee for the ICF Toronto Chapter.

Participant Profile

The participants in our Professional Coaching Certificate Program always bring a wealth of prior experience to their coaching training. In the past, the group has included seasoned HR professionals, training and development professionals, organizational and change management consultants, outplacement and career consultants, senior managers in a variety of organizations, mediators, as well as counselors and therapists. Some of the participants work as external coaches and consultants, while others are internal coaches. The organizations they represent cover a wide range, from small consulting practices to major financial and communications technology firms.

Irrespective of their backgrounds, past participants overwhelmingly rated the course as very good to excellent. In their feedback, participants singled out the following aspects of the program as particularly valuable:

- Increased understanding of coaching process
- Quality of the skills training
- Quality of the facilitation
- Value of being exposed to a diversity of practicing coaches
- Helpful guidance on suitable reading materials
- Excellent modeling of coaching by the presenters
- Innovative learning experiences
- Practical applicability of course content
- Continuous attention to learning needs of participants

Our students recommend this program to HR professionals, T&D Professionals, career counselors, organizational and change management consultants, managers and leaders who take their coaching role seriously, and helping professionals.

"...tremendous applicability for T&D professionals." "Occasionally you're really happy that you took on a challenge—I'm delighted to be part of the program."

"Great facilitators, easy to fit into schedule, quality material." "Understanding has of course escalated."

"I gained a clear understanding of coaching. Good grasp of the skills required. Understanding of how to develop new skills. Awareness of the empowering and long term results of good coaching."

Coaching FAQ

Q: What is Coaching?

A: The International Coach Federation (ICF)—the largest professional association of coaches—defines professional coaching as an “ongoing partnership that helps clients produce fulfilling results in their personal and professional lives.” Through the collaborative process of coaching, clients deepen their learning about themselves and the opportunities and issues in their lives, improve their performance, and enhance their quality of life.

However, general definitions and claims mean little because coaching is focused on what the client wants to accomplish. Therefore, the best way to understand what coaching would mean for you is for you to experience it yourself. You may request a brief sample session with the coach who gave you this information, or telephone 1-877-923-4419 and ask the coaching administrator to set up an appointment for you to speak with an Adler Certified Professional Coach.

Q: Why do people hire a coach?

A: Most people who seek the services of a professional coach want to manage time better, improve their career performance, make better business decisions, have higher-quality relationships, be more physically fit and well, explore spiritual and personal fulfillment, set and achieve more ambitious goals, and further their financial independence. But these findings are generalizations from thousands of coaching clients. There may be something else that you want. A professional coach may be able to help you clarify what that is, generate options for achieving it, and identify barriers to your moving toward it.

Q: What would coaching do for me?

A: A survey of coaching clients identified outcomes of self-awareness, setting better goals, achieving a more balanced life, lowering stress, self-discovery, improved self-confidence, a higher quality of life, better communication skills, and improved project completion. Again, because coaching is tailored to your specific issues, your own list of outcomes may include all of these and more. It is very likely to include at least some.

Q: What's the ROI (return on investment) from coaching?

A: The same survey confirmed that 98.5% of coaching clients found their return on coaching to be worth the investment; 70% of coaching clients rated it as very valuable. Because coaching focuses on your own goals and context, determining the return on your investment is a unique process. Your coach would be able to work with you to create a measure of returns that would satisfy the demands of your situation.

Q: I manage people in my organization. What would having their own coaches do for them?

A: The answer would be different for each person, but generally coaching helps people change in ways they may have wanted for some time but haven't been able to accomplish. It provides a safe place for people to be honest with themselves and ambitious in their goals. Importantly, in an organizational context, coaching can be tremendously effective in building teams and improving employee relations/satisfaction.

Q: What about coaching skills for myself and for others I work with?

A: At Adler, we help you and your colleagues learn to employ some of the powerful skills that coaches use, with many measurable results: improved performance, better relationships, and enhanced quality of life. The Adler Foundations of Coaching course introduces these basic skills in scheduled weeklong sessions, or on site at your organization.

Q: Why would I pick Adler's coaching skills training over the hundreds of other training opportunities I come across every day?

A: At Adler, we respect and maintain close collegial relations with many other coaching schools in North America. We believe, however, that a combination of six criteria makes the Adler program unique: depth, breadth, applied learning, experiencing your own coaching, in-person contact, and quality of trainers and mentors:

- The depth of the Adler program comes from its connection with theories of human change that have been tested in other contexts for over a century.
- The breadth of the Adler program comes from including in the broadest spectrum of coaching principles and approaches. Graduates have the freedom to explore many specific techniques because they have this broad foundation. They also have the flexibility to modify techniques to fit different situations because, through our program, they understand the principles underlying specific techniques.
- At Adler we stress experiential, hands-on, applied learning. We believe you must use the skills to own them. From day one of the Foundations Course and throughout the practicum, you will coach under the supervision of faculty so that you will DO coaching as well as KNOW coaching.
- Our approach to coaching skills training includes your own one-on-one individual coaching sessions. This gives you a taste of being coached as well as encouraging you to set your intentions before and to set up an action plan after the training.
- Adler's training is mainly face-to-face, with teleclasses and distance learning as supplements. We feel that nothing can replace personal contact as an aid to learning.
- The faculty at Adler is first-rate. We invite you to talk with any one of them to find out for yourself. Telephone 1-877-923-4419 and ask the coaching administrator to set up an appointment.

Q: How could I become a professional coach myself?

A: The Adler School of Professional Coaching – SouthWest, LLC offers a year long program of course work and practical experience designed to equip you with the basic competencies required by the International Coach Federation (ICF). Successful completion of the Adler program entitles you to the designation, "Adler Certified Professional Coach." Further experience and other requirements leading to the ICF designation "Professional Certified Coach" are described on the ICF website at www.coachfederation.org.

Q: How do I find out more?

A: You may visit our website at www.adlercoach.com, or contact us by e-mail at info@adlercoach.com, or by telephone at 602-569-2426.



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Course Fee Schedule

Fall 2002

Foundations of Professional Coaching, Week I (Fall)

\$1475

(\$1375 if paid in full at least 30 days before start of course)

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Certificate of Professional Coaching:

Coaching in the Context of Work, Week II (Winter)

\$1250

(\$1150 if paid in full at least 30 days before start of course)

Moving Toward Artful Coaching, Week III (Spring)

\$1250

(\$1150 if paid in full at least 30 days before start of course)

Practicum

\$2000

(\$1800 if paid in full at least 30 days before start of Practicum)

OR

Save More on the Certificate of Professional Coaching:
Week II, Week III and Practicum

\$3900 if paid in full at least 30 days before start of Week II