

Alison Whitmire: ... for our podinar on, "Must I Ask and Never Tell?" So, this is a panel conversation with four MCC master coaches, so I'm so happy to have with us today. I'll introduce our master coach panelist in just a moment. If you've never heard of a podinar, it's because we made it up. We've seen as the best carts of a podcast in a webinar, it's the podcast like and that we're interviewing some amazing people that you want to hear from versus webinar, which is talking at you, teaching you something. It's like a webinar and that you get to interact.

Alison Whitmire: The way that you'll interact with us today is by chatting. You can go to the chat box here in your screen and chat with us. We'd love for you to do that. Be sure that when you chat, that you hit the little arrow screen, the little arrow down that says, "All panelist" and change that to panelist and attendees. Then everybody can share in the chat with you. So, use the chat line. If you are whispering to somebody at a workshop or something you wanted to share use that in the chat and we'll chat together today.

Alison Whitmire: If there's a question you'd like to ask the panel, please use the Q&A box for that, and that will just help clean the questions from the side conversations. Corrie Weikle, sorry Corrie. Corrie Weikle, our director of training will be monitoring the chat box and the Q&A box for us today, and making sure we're stand straight and responding to you the way we want to.

Alison Whitmire: Thank you also to everyone who submitted questions in advance. We're going to do everything we can to get to your questions during our time together today. Before we get into introductions, we'd like to know a little bit about who's in the audience. We're going to ask you to participate in the poll. Corrie, go ahead launch that poll. What we'd like to get a sense is for what coaching credential you have, so we have a sense of where you're coming at this from at our conversation from.

Alison Whitmire: If you have an ICF credential, ACC, PCC, MCC, you can write that, or if you have another credential that's not ICF related, just hit "other" and you can put that in the chat box of what that other credential is. We'll give you a moment to complete that poll and we'll come back to that. In the meantime, I'm excited to introduce our panelist. I'm going to introduce in alphabetical order. I'm pleased to introduce Terrie Lupberger. She's a master certified coach who coaches and advices leaders and teams, and runs women's leadership programs around the world.

Alison Whitmire: Terrie is a pioneer in the coaching field and teaches executive coaching at the University of Miami, and internationally in Asia and Europe. She's a regular blogger for the Huffington Post and open for business. I just found out this morning that she used to be the CEO of Newfield, which is awesome. So, welcome. Thank you for [crosstalk 00:03:24].

Terrie Lupberge: Thank you.

Alison Whitmire: Peter Reding. Peter is a master certified coach and a pioneer also in the professional coaching industry. As a coach, he coaches world-changing visionaries. As a coach trainer, he trains and certifies coaches who want a spiritually based coaching model that supports the client's mind, body, and spirit. He's also a co-founder of ACTO, the Academy of Coach Training Organizations. Thank you Peter for being here.

Peter Reding: Pleasure to be here. Thank you for having me.

Alison Whitmire: Pamela Richarde is a master certified coach, mentor, and trainer. She's a founding member of the International Coaching Federation, the ICF, and a co-founder with Peter of ACTO, the Association of Coach Training Organizations. She's contributed not only to the creation of the ICF core competencies, but she also continues to support ongoing development of the field. She's also a certified learning and action EQ practitioner. Pamela, thank you so much for joining us today.

Pamela Rcharde: Thank you. It's my delight to be here.

Alison Whitmire: Amy Ruppert. Amy is a master certified coach, and specializes in developing leaders into people you actually want to work for. Love that. I could use your help, I'm sure Corrie would tell you. She served on the ICF committee that created the ICF competencies for coaching, and the certification and exam process. She's also co-author of the book, "Who's The Boss? Confront The Elephant in the Room." Amy is also a certified learning and action EQ practitioner. Thank you so much Amy for joining us.

Alison Whitmire: Clearly, we've got heavy hitters here in the virtual room. I for one, am credibly honored to be among this caliber who started the coaching profession, at least as I'm familiar with it. What sparked the idea for this podinar is I wrote a blog few months ago around Must I Ask and Never Tell. It was inspired, because I'd gone to an international, not international, the Institute of Coaching Conference, where people like Marshall Goldsmith who if you read the tallies, that it said that he's the number one coach in the world, whatever that means. He categorically said it's ludicrous that clients have all the answers, there's nothing proven that that model coaching works.

Alison Whitmire: I heard David Peterson who runs a coaching program for Google saying it's absurd to think clients have all the answers, and that sometimes you just need to tell what to do. I left that conference really scratching my head. About how there could be this big schism in this field of this thing we call coaching around what we call asking versus telling, or what I plainly call the asking versus telling. That was the idea of this blog. I got lots of feedback from clients or partly from coaches who also feels some level of I think question around what the ICF would endorse and what's not, what they wouldn't, and what coaching is, and what coaching isn't, and looking some, looking for some permission around what's okay and what's not okay.

Alison Whitmire: That's why we're here, not to necessarily say what's right or wrong, or good or bad, or make a judgment of anything or anyone, but just to help explore this topic of what might be to the gray zone of something between only asking questions and something that is more of a resource. That's what we're here talking about today. Terrie, my first questions to you is, what's your sense of what makes this such a hot button issues for coaches? Because I understand this is a question that's been going on for a while.

Terrie Lupberge: Forever. I have a couple of thoughts about that. One is if we go up to the hundred thousand foot level of why coaching came into being in the first place, coaching was a response to something that was missing, right? Because we already had consulting, and we had training, and we had teaching, and we have all the advising, and telling, and giving advice modalities. Yet, this thing emerged called, "coaching" to address some breakdown if you will. My personal belief is that what we have been missing were spaces that were safe where I could reflect around without distractions, without all the noise with someone that I trusted to help me see the limitations of my thinking, right?

Terrie Lupberge: As human beings we all have blind spots, no matter who you are, we all have blind spots. For me, that was one of the big reasons that coaching emerged. I think perhaps to bring it down to maybe the 5,000-foot level is we were so committed and interested to create ourselves as a profession distinct from the advising modalities, the telling modalities, which are useful, but still insufficient. As a profession, we wanted to really set ourselves apart, and then a lot of misunderstandings along the way, which we'll get into I'm sure.

Alison Whitmire: Mm-hmm (affirmative). Pamela, I saw lots of nodding. What's coming up for you about that?

Pamela Rcharde: Those words are going to come out of my mouth of what Terrie said. Everybody else is nodding too really. For me, when I talk about it, I define it as it's the missing in our society often a light felt of the tribal elders where you go and ask a question, and they give you a question back, and you go out on your journey and come back. Right? That has been the missing link, that place, that space. I absolutely agree and I think strongly I agree with what Terrie said about we were all the way over here, because we needed to define ourselves. Then there has been a misconception perhaps of, well for me, it's about defining what we mean by advising, because we're [crosstalk 00:10:13].

Alison Whitmire: Okay, let's come back to that.

Pamela Rcharde: Yeah. Okay, we'll come back to that.

Alison Whitmire: I'm going to end polling, and let's look at the results of our poll. It looks like 28% of the people in the audience have no coaching credential. Awesome. We love brand new, or sorry I don't want to make the assumption that you're new. That's not fair. We are agnostic to do that thing to having a credential. Save

that. 24% ACC, 28% PCC, no MCC, and 24% with another credential, so share results. You all can see that. Okay.

Pamela Rcharde: Nice balance here today.

Alison Whitmire: Yeah, it's good. It's really nice. Okay, so say more Pamela about this question about how we come here.

Pamela Rcharde: As relates to how we had the misconception emerge, I think?

Alison Whitmire: Yeah, the misconception emerge.

Pamela Rcharde: All right. So, I think just contextually, and I'm sure this is true for all of us on here that we're all trainers in some capacity. Amy, you're on pause at the moment training, I think. We're all trainers or whatever. When I train, I take advising away completely the first day. I just said, "Listen, you're not going to do that," so we're going to take it away. You can't tell anybody anything. We had to create the space, right? Create the space. Then that's the most difficult thing for people, not to tell. It is probably the hardest thing, because I ask him, "Are you going to be able to do it?" "No."

Pamela Rcharde: I said, "Well, but you have to do it. We got to do it." It takes time. So, in doing that, even just enjoying that, there's a, "Oh, I can't tell. I can't say anything ever," when you're actually in that training thing. Then there's a collapsed distinction between telling giving advice and sharing relevant information that might support the end of people. That's what I think is happening here often. There's a collapsed distinction between what we mean by advising. Their schools, the school that I represented for years as coach, we always had a moment of advising, of sharing, but it was not giving advice. It was sharing information as it's relevant to the support.

Pamela Rcharde: The coachee for example, they're even in the ICF core competencies, which is you communicate broader perspectives to clients for example and inspire commitment is one of the things that's under creating awareness. There's several things that actually supports sharing information or a perspective that might support the moving forward. Long story short is there's a school of thought that emerge you can't say anything. Even one of the other main training schools about 10 years into it, added the class called, "In the bones," that said, once you already know how not to do this, you can actually share some information.

Pamela Rcharde: That has not as been as transparent in the communities, depending upon where you've gotten training.

Alison Whitmire: Yeah. I went to two different full on beginning to end coaching programs in different schools. I came out of those thinking like, "Oh no, you cannot share anything." It was a real no, no several perspective.

Pamela Rcharde: I do think that's because of the definition of advice and how they're taking it, even how the trainers are taking it sometimes in some ways. That's not to say that you don't say, "Well, you should go do this." That's not what we're talking about. We're talking about they've come up with the five things and you say, "Well," and you're in brainstorming mode and then say, "What would happen if you just pick up the phone rather than email, and text, or whatever." Just curious. For me, is that giving advice? That's sharing a perspective. Another opportunity of way to look at something. There's a fine line, and it takes practice, and it's an art.

Alison Whitmire: Peter, I'm curious like how do you draw the line?

Peter Reding: There's two things that are going on so far in terms of as a coach, and as a trainer, and as a supporter of individuals that are coming into coaching. There is almost a, I believe a necessity to have a different mindset. Most people are coming into coaching that come into our coaching, are subject matter experts. They've been training, they had been teaching, they'd been giving advice, they'd been paid incredibly well for all of that. Then when I came into coaching and I read the ICF competencies, and the PCC markers, and the literature and I go, "Wait a minute, I can't give advice?" That's why people come to me.

Peter Reding: I'm a finance guy, I'm a manufacturing guy, I'm a whatever guy. Initially, the challenge is to change the mindset of it. Okay, so you're no longer an executive if you're, if what I call "pure coaching" with no advice, and to change the mindset of I am holding a space for the client to discover for them self. First of all, it's important to them. Second of all, what they're going to do about it. Thirdly, to commit to it, or not to commit to it, et cetera. That's hard for most people that are 35, 45, 55, 65 that are coming into coaching. It is a significant shift of neurological happenings. It's a different mindset. It's a different way of supporting somebody.

Peter Reding: That goes on my experience for six months to a year. It just does, if they're really focused on it.

Pamela Rcharde: Longer.

Peter Reding: Much longer or never for some people. That's the first piece of it. The second piece of it is society, and I'm going to call in broad terms, global terms, because I've worked with people in New York extensively. I go to India twice a year for the last 10 years, and I know that culture extensively, North America, South America, and so on is that there is a global addiction to giving advice, because I'm coming from my heart and my compassion, I want you to be better, and for people to receive advice and ask for advice, because that's what I do with elders. That's what I do with people, they're more learned, or more experienced in my field that I'm getting into.

Peter Reding: Part of this for me is breaking that addiction cycle, so that people can stand up on their own, and come to their own conclusion, make the gutsy call, do the hard work, go inside. Is this being generated for me or is it being generated for my spouse, or my boss, or my company culture, or my gender, or the country I grew up in? All of that's mixed up in all of this. The distinction is number one, don't give advice. Just period don't give advice. Get the sense of how to do this without giving advice in any form or fashion.

Peter Reding: Once it's I think Pam referred to, "in the bones," then there's ways of supporting the clients. So, you're not just a robot there going, "Okay the next question is what do you want to do about this? Oh wait a minute, what best serves you first?" It is truly an art, truly, truly an art. I didn't answer your question intentionally and from-

Alison Whitmire: What would cause you not tell me?

Peter Reding: In terms of where to draw the line, I think that will evolve as we get into it. That's some of the things that are around all of these.

Alison Whitmire: Okay. Thank you, Peter.

Terrie Lupberge: Can I say one thing Alison, because I just don't want to step over what you said Peter, because I think many coaches miss this. The collective that you're talking about, the global mindset, the collective. When you think about it, people in general are paid and valued for what they know, and what they say. It's like deliver, okay? Our whole education system is designed that way. We don't get the ace for great questions, we get the ace for great answers. Here comes coaching, right? The opportunity, look at the opportunity that we have as coaches, is to not fall into that, but go to a very different place that will still get people to take action and produce the outcomes and deliverables, right? Absolutely.

Terrie Lupberge: We start from a very different place, and we're up against a collective belief if you will, that it's not valuable, that what's valuable is in the answer and the solution you'll give.

Pamela Rcharde: Yeah, and the clients come into it expecting that in coaching interview tell them not to. It's not [crosstalk 00:20:05]. There's an education period that happens of relating differently completely.

Alison Whitmire: Amy, how would you like to add on, if anything?

Amy Ruppert: Slow blag it to come in right now. All righty. Anyhow, because I'm going to build what Pam just said. Here's the dilemma for most coaches, right? The guy from Google I think said, "That's impossible, or that's not realistic." He's right and he's wrong. In that statement, there is a presupposition that my clients won't want to work with me unless I give them the answers. That's what they want. I'm

catering to the customer. I think that a song came on this morning that summed it up for me perfectly.

Amy Ruppert: Good old Mick Jagger and his wisdom, "We can't always get what we want." [Crosstalk 00:21:05]. I think when coaches become masterful is when they slip into the ladder.

Pamela Rcharde: It's so true.

Amy Ruppert: Could I give you a quick example-

Alison Whitmire: Yeah, please.

Amy Ruppert: Okay, so several years ago, I had a lawyer from Chicago Law Firm call me and it started like this, "My wife gave me your phone number, and told me to call you, and said I have to hire you." That's off to a great start. I said, "Okay. What can I tell you about coaching, about myself, about the process. What would you like to know?" He goes, "Well, I don't really have a choice, but I do have one question." I said, "Okay." He said, "What qualifies you to coach me?" I'm just going to let you all take one second to think about what would you hear in that statement or that question rather from the client.

Alison Whitmire: What I hear is like, "What do you know that I don't know?"

Amy Ruppert: Prove to me that you're worthy to work with me, and you're going to bring me some value, which translates into advice, great information, lots of qualifications. He wanted me to try out my pedigree and all my qualifications, and this and that. I was really dead set on not giving him what he wanted, instead what he needed. Back to Peter's point about this addiction to advising. That was his addiction showing up that tell me because here was my first impression to this guy. Here's this guy wildly successful, big law firm, blah, blah, blah doesn't trust his own gut to make a decision for himself.

Amy Ruppert: He's got to have a whole myriad of pedigree before he can make a decision. I said, "Look at." I go, "I'm gonna make a deal with you." I said, "I'm going to challenge you a little bit. I'm going to ask that we work together for a month. If that question is still important to you, I am happy to answer it."

Alison Whitmire: There you go.

Amy Ruppert: Five years later, we were still working together. A few months in, I asked him I go, "We went past that month. Do you still want to know what qualifies me to coach you?" He laughed and he goes, "Well yeah, you can tell me if you want." He said, "At that time, I didn't know you at all so I didn't know." He goes, "Why wouldn't you tell me?" I said, "Because it concerns me that you don't trust yourself to trust your own instincts. You have to have evidence, and that's the

lawyer in you, I get it, but how many other places in your life is that spilling off to?"

Amy Ruppert: That was a game-changing promise. So, that's what I'm talking about. Give them what they need, not what they want. If they fire you, Peter said it, "Some never do hire me." That's it. I'm cool with that.

Alison Whitmire: That's right. Thank you so much for sharing that example. Examples really help bring it alive. One of the things that I've felt to your point, I think Terrie challenged by is this coaching isn't about knowing, it's not about telling, it's not about having the answers. I feel like my own experience sometimes has been that, how do I put this? Is some people don't get the difference between coaching and friendship. I'm not sure. I'm sure this is just me. It's about the questions about to ask her is I've felt like I'll have prior clients who call me out of the blue and one have a conversation.

Alison Whitmire: Worked together in the past, so they get the value and they'll always say, "Hey, I'd love to get there and just talk." They want to have a conversation with me that is a coaching conversation and think that we're just friends and not pay for it.

Pamela Rcharde: That have you saying, girl.

Alison Whitmire: It's only taking me 15 years to catch onto this. There's something about it that people still think even after paying for it, people think that it's ...

Pamela Rcharde: If I might say, it's about the intimacy of the relationship in my experience anyway. I love my clients, and they feel cared for, and given space, and all of that. When they come back, it is around boundary setting the way you actually receive the call for you. That's all, because you could certainly give them a call or conversation. I have people that I did yesterday with one of my old clients in Korea. She called, "Can I just have conversation? Because I don't know what, should I hire you again or not." Right? So okay. I said, "All right."

Pamela Rcharde: So, that's a free conversation, but then what did I do with it? You have to make a choice here. What is blah, blah, blah and what is it we want to do? This is about you, I think.

Alison Whitmire: That's right.

Pamela Rcharde: That's where it always ends is saying. [crosstalk 00:26:34]

Alison Whitmire: Okay, so let's launch a poll Corrie and see what does audience says on this question of giving advice. Here's the poll. I encourage our panelists to take the poll as well. With your coaching clients, do you ever, and this is multiple choices and not as in check all that apply. Check all that apply. I give them advice is one, which means you should or even you could do this. I'm not saying you should if I



implied, you could do this, or my favorite, the veiled advice in the form of a question have you ever tried? Best advice in the form of a question. That's one category.

Alison Whitmire: Another category is tell them what you think when they ask. In other words not just what do you think I should do, which is that's just back to advice, but more like when my clients ask me what do I think? They're wanting to know what am I thinking about the situation they just laid out. Not about them or their relation to it, what do I actually think about the situation they just laid out? So, that's the second one. Do I tell them what I think when they ask. Next was, do you tell them what you think when they don't ask?

Alison Whitmire: In other words, they layout a situation, and share what they're thinking about it and you say, "Well, this is what I think about your situation." That's the third one. The fourth one is brainstorm all possible situations, suggestions, just free form with the client, or none of the above. I don't do any of those things. We'll see who everyone is on a, so that's the whole layout.

Pamela Rcharde: We can take it on our heads, so we can't take it on the poll, just so you know.

Alison Whitmire: Okay, sorry. I know we can't take it. Thanks very much. Celia [Tissen 00:28:39] as we're waiting for that poll, Celia Tissen, sorry Celia if I'm pronouncing your name wrong, asked why is it not okay, and I might reframe the question the way she asked it. Why is it not okay to mix coaching and consulting sometimes if you're an expert in the topic you're working with the client on, and maybe taking it out from okay not okay, because we're not like, "God," but more about what's the risk to the coach and how is it potentially not support the client in that. Who wants to take that one?

Terrie Lupberge: Probably all of us.

Alison Whitmire: Go for it, Terrie.

Terrie Lupberge: We probably all do some consulting with our coaching depending on who your clients are. Because you said examples are useful. I work with, and I just talked to her yesterday, Heather is a client for a couple years. She's had a business development for university. She's got to go have some pretty important conversations with the dean, the head of the university. At the same time, he's asked her to come with a lot of options for a particular project they're working on. So, she said, "Could you help me brainstorm?"

Terrie Lupberge: Okay, I've worked in that space for many years, so I have some ideas that I've seen from other clients. Here's the important thing, even when I do that, I'm holding my ... One of my secret rules in coaching is that at the end of the day, the clients get the say. The clients gets to choose what's right for them, what do they want to move forward with? I never come from the place that this is the right way, I have the right answer, I have all these expertise. No, I've had some

clients before that tried these things. I don't know, how does that fit in your world? How does that fit in your situation?

Terrie Lupberge: That's an example of how I combine the two. Again, what's the client asking for? What's their expectation to Amy's point earlier is are they expecting coaching? Is it a mixture?

Alison Whitmire: Yeah, so Peter, how does what the client is expecting, how does that shift at all how you show up if it does?

Peter Reding: I think a very active role in terms of expectation management. In my original agreement or contract in writing, I have within that, here's your responsibility to this client, here's my responsibilities as coach. At the end of that in bold, "I do not give advice." I don't. Out of the poll that you just had, I supersede a time I might brainstorm, but for me it's always going back to the client. The other components of this is also the idea of the kind of client that you're working with.

Peter Reding: If the client is in a type A bottom line, let's get stop done modality, it's mostly superficial. How do I become more efficient? How do I become more proficient in my skills, et cetera? That is I think lends itself more to receiving consulting, receiving idea, receiving strategies, getting advice from what I would call a mentor or a consultant whereas if you're looking at senior level management, or what I work with is literally world-changing visionaries. They're changing policies within their country. They're changing memes, they're changing concepts, and so on.

Peter Reding: It's really deep work, and deep work is inside. I can't do that even if I wanted to or I think, "I'm such a smart guy. Let me tell you how to do that. Let me tell you how I did that." It's irrelevant. It's the idea of going to the deeper part of themselves. My job more than giving advice is reminding them of their enate magnificence. You are awesome. You've got gifts and talents that God gave you. You are amazing. You are a leader. You are a pioneer. You are a visionary, and you're going to be stepping on toes as you go along, so what do you want to do? What are you prepared to do?

Peter Reding: Who do you have to become to do that? The expectations of receiving advice from me as a coach aren't there from the beginning. Now, they're still acculturated in getting advice and paying me big bucks, and therefore anyone I'm paying big bucks to should be giving an advice. They'll ask me, "Peter, give me advice. What should I do?" That's not my job.

Alison Whitmire: Is that what you say, "Not my job?"

Peter Reding: Yeah, that's not my job. That's not why you hired me.

Alison Whitmire: Thank you. Our audience, 52% of our audience flat out gives advice.

Peter Reding: Not surprising.

Alison Whitmire: Not making that by wrong. 60% tells them like shares their perspective, tell me what you think, and shares a perspective when asked 20% share their perspective when not asked, and 84% brainstorms whatever you want to go do. Then we've got 12% none of the above. So, real sharp lines what they will and won't do. I'm loving that we've got this big spectrum of people here. I'm curious, so Amy are you surprised at all by those results?

Amy Ruppert: No, I'm not because I know how much clients want that, and how easy it is just to come to it. It doesn't surprise me, but what comes up for me in hearing those statistics is are you giving your clients what they really need? That's the big question on the table here. Pam was talking about expertise, I think it was you Pam or Terrie. Quite frankly, I know for myself, the only thing I'm really an expert in is coaching. I have a couple hobbies I'm serious about, but that's the only advice I really give them is I tell them, "This is how the coaching works." That's it.

Alison Whitmire: That's not helpful. [crosstalk 00:35:30]

Amy Ruppert: After that, I'm an idiot.

Pamela Rcharde: That so ring a bell.

Amy Ruppert: What I think that one of the things that's natural for all of us, and I've done my fair share of training new coaches, and things, and I think that most of us have in common, we are those go to people before we come into coaching. Everybody came to us to talk to us, to get our advice, to get our perspective blah, blah, blah. There's power in that. There's a lot of power, and then people like you, and they accept you. It's rewarding. Then if you can say it with a lot of authority, you have even more people wanting that.

Amy Ruppert: I think going back to Peter's comment, which keeps sticking with me, you have to break that cycle of addiction to that. I think this would be a good time Pam, because you do it so well, is to explain the Shuhari concept in life.

Pamela Rcharde: Actually, Terrie can explain it better than me [crosstalk 00:36:39].

Peter Reding: Terrie, don't bring it to me because I don't know.

Pamela Rcharde: Yeah. [crosstalk 00:36:45] before I think. Terrie, go ahead and because it's really important, so I think it's [crosstalk 00:36:50].

Terrie Lupberge: It's a concept, and you can look it up on Wikipedia. They have a great little explanation there, but it's a concept that came out of a Aikido practices about first you have to learn the rules, which is what we've been talking about Pam. You only have the mass questions for no tell. Then in the second part of "ha,"

it's like you learn how to bend the rules a little bit. I learned them the rigid, they're in, they're fixed, and I need to learn that in order to do my craft. Then I bend them.

Terrie Lupberge: Then in the final stage, I break the rules. While holding to what was sacred about the rules in the first place. So that's why I said earlier that I think one of our cardinal rules in our coaching work is that it's not our agenda, it's the client's agenda, which is why like Peter said, "I don't tell them what to do. I can't tell them what choice to make. That's up to them. I don't know their world, and I can't do their work for them, their inner work." What I can get paid for is to bring, and this may be stilted language, but I can bring the observer that I am, the perspectives that I've cultivated, that then they can bounce off against to see where they may be holding their own selves back, or where they may need to do their own work.

Terrie Lupberge: Anyhow, this concept of Shuhari is we have to learn the rules. They're useful. I think there's a probably an analogy to the great masters of painting. I forget which painter it was. Maybe it was Picasso who actually was classically trained. We had to learn the rules. They're very particular rules, but then he went into his expression of it, which was the "ri" part of this. Anything you want to add to that Pamela?

Pamela Rcharde: No, I would just say I think it's important that in that first part that's learning the rules, I think the collapse has been between learning the rules and not really anchoring them in the depths of that strength place that you get in the middle and then jump into the breaking the rules. I really think that's what's happened.

Terrie Lupberge: I would also say though the rules never said nor do they say now that you cannot offer an observation. It is part of the core competencies.

Pamela Rcharde: It's in them. I got my-

Terrie Lupberge: It's in there. You get to offer observations. Here's what I see, what do you think? What do you think? Yeah.

Pamela Rcharde: That's the collapse distinction between offering those perspectives and giving someone and advising tell him, "This is the thing to do. This is what you have to do, because this is an experience to this."

Alison Whitmire: Amy and Peter, I see you both want to say something.

Amy Ruppert: I want to go back to that Shuhari model, because I want to say in the "Shu" stage, which is some, most of you are in in your training, it may seem stupid. It maybe seems stupid what you're doing. This is stupid. Okay, so one of those hobbies I was talking about, I actually have a black belt in Aikido, and I was so kind of Terrie and Pam to remind me of this, but the Shuhari thing, I took two

years learning how to fall on the road to getting that black belt, two years throwing myself down on mats and learning how to fall and not wreck myself.

Amy Ruppert: When we asked you to just ask questions, not give advice, not tell through your training and through your formative years as a coach, it may seem stupid, but you won't forget it. You'll see the power of not doing it.

Pamela Rcharde: Yeah.

Alison Whitmire: Yeah Peter, let's [crosstalk 00:40:47].

Amy Ruppert: The first time I got thrown through the air, I'll tell you, I learned the power of falling.

Alison Whitmire: That's right.

Amy Ruppert: Go ahead, Peter.

Peter Reding: Yeah, the idea of the progression, and the craft, the craft of coaching and understanding that honoring that ...

Alison Whitmire: Oh, darn.

Amy Ruppert: Freeze. [crosstalk 00:41:14]

Pamela Rcharde: It was so good. [crosstalk 00:41:20]. Oh, here you are. Sorry, Peter you got to say it again because you froze. You froze, so say it again.

Peter Reding: I froze the system. I love it. Yeah, the idea of the craft of coaching, the idea of the structure of coaching, and the reverence of coaching and its pure sense I think is huge. If you look at any kind of a progression from novice to master, every discipline has that. You look at rock stars that are classical pianist, you look at any master that understands that basic structure and honors that through the bending and breaking piece of it, right? Part of the middle part of coaching in terms of once that is firmly in place, I'm not talking a hundred percent, I'm talking about 80%. They got, okay wow.

Peter Reding: I've had people that say, "I've never done this before this way," and they're 70 years old, and now they're practicing it with their daughter, and they have a brand new relationship, because they're not yelling at them, giving them advice. So, once that's in place kind of, then there's the nuances of whatever form you're calling this thing, whether it's advice, or telling, or brainstorming, or whatever form that comes out to, can you do it without judgments? Can you do it without attachments? Can you do it without being attached to them getting it now?

Peter Reding: Time is running out. I've got six months. I've got to jump in, because they don't get it yet. Let go of that. Let go of setting the direction. Let's go of what's the other ones? Oh, being the authority. My God, we love being an authority. I love being an authority, you could tell. As a coach, let go of it, but here I get to express myself fully. So, thank you for the opportunity.

Alison Whitmire: That was awesome. That's awesome. I'm curious, I'll ask this of you Pamela, slightly off topic, but hopefully not too much. How much of the fact that the Shuhari we're talking about, how much of the fact that NCC conceptually is more "ri" and how much of it that we're talking about that being remakes it hard for there to be NCC markers? Am I putting two things together that don't go together?

Pamela Rcharde: They may not go together. I'm not sure that individual markers, which are a, I'll say the classic left brain, but we don't call it that anymore because of the fall of our neuroscience in that learning, but is categorizing something that is really more or a way of engaging, and being, and relating, and thinking, and feeling, and all of those things, right? Whereas if you look at our PCC markers, which are a great behavioral indicators of what the competencies look like in action and its structure is, and Terrie and I have worked on this before over time, several times, or the thing, is that even just taking those markers and what would need to change in this expression to become mastery.

Pamela Rcharde: It isn't a new marker. It's a deeper expression of the competencies. Are there markers for those? I don't know.

Alison Whitmire: Not so much.

Pamela Rcharde: Not so much, yeah.

Alison Whitmire: I've told it and you almost were, and I'll just share again is that when I went tour on a PCC and I've made MCC attempts, I'm not there yet, still want to be. What I thought that MCC was just doing ACC and PCC only better, just doing them better. What I realized is that it's a whole different, MCC is a whole different ballgame. It's on tethering.

Pamela Rcharde: It's being them better.

Alison Whitmire: Yeah.

Pamela Rcharde: That is all that I could think.

Alison Whitmire: That's it. It's embodying them in a different way. Yeah, absolutely.

Pamela Rcharde: Amy had [crosstalk 00:45:50].

Amy Ruppert: Let me bring up real quick, one of the things and I know Pam's on board, because we've had this discussion many times about this. We developed the core competencies. One of the things I think we realized after the fact, and this particularly pertains to mastery is that coaching presence overarches all the other competences. By the time you get to MCC level, I think it's about the only one that should be there. Because if you look at Shuhari, it's learn the rules, bend the rules, break the rules. You may be breaking some rules there, but because of your exceptional coaching presence, you know where to go. You know what to do, because you're so present to your client.

Peter Reding: I'll give an example of that, because I love that coaching presence emphasis of the MCC level. I worked with a client yesterday. I've been working with him for I think four years now, maybe five. He spoke for 42 minutes. I didn't say a thing. I'm making some notes along the way, I'm noticing his patterns, I know him backwards and forwards, how he thinks, how he processes, what his work end, what his contribution is to the world. I asked him one question and then he spoke for the last 15 minutes.

Peter Reding: It was maybe one of our most powerful experiences that that man's gone through in the last three years.

Pamela Rcharde: The one thing that I'll say I'll add to that is they often give you credit for that too.

Peter Reding: Oh yeah, he thinks I'm brilliant.

Pamela Rcharde: [crosstalk 00:47:31] Let us give you consent, and they have done anything that hold that space. This coaching presence thing is I do a ethics class. I give my time to railroads pull over it. I think Mike you're here from where I wrote to couple of you, everyone of their cohorts. One of the things I do is we go over the competencies. We go over ethics. We go over all that stuff. The last thing I say to them, I said, "If you don't get anything balanced is I would say coaching presence is the bowl and the container that all of those other competencies live in, right?"

Pamela Rcharde: If you can remember that and expand that way of being, and partnering, and relating with that other person, your own skills are going to evolve in coaching. I still believe that. I think if I were to be able to go back and do this again Peter, and Amy, and Terrie I would say, let's start with that conversation and then move it from there, right?

Alison Whitmire: Right.

Amy Ruppert: Can I ask a quick question of my colleagues [crosstalk 00:48:28]?

Pamela Rcharde: Yeah. Go.

Amy Ruppert: Would you guys call the love of coaching presence we're talking about a consistent state of curiosity?

Peter Reding: I would say that's part of it, but not all of it.

Terrie Lupberge: Yeah, and it depends what you mean by curiosity.

Amy Ruppert: Of course.

Pamela Rcharde: What do you mean by curiosity, Amy?

Terrie Lupberge: Yes, what is that Amy? Say more. [crosstalk 00:48:52]

Alison Whitmire: I'm curious about our curiosity.

Pamela Rcharde: I think we also [crosstalk 00:49:00] of it. Yeah.

Terrie Lupberge: Okay, we'll go with curiosity, but it's a wonder at this not so much the individual, but the human being I have in front of me, right? Most of them, they're smart, they're accomplished, and just like me they have things they want to do, and places they want to go, and things they want to accomplish that just seem to allude them what's that about? If that kind of wonder about the human being.

Alison Whitmire: Love that. Thank you.

Peter Reding: For me, I'd add the element of taking on the opportunity of challenging. I don't give advice, I challenge my clients all the time. The challenge is are you being yourself in this journey? Are you not being yourself? Are you not honoring who you are and also bring that to that presence. Sometimes I don't even have to say it. Another client said something and he's going on, "Well, that big guy over there in a huge corporation is doing it this way, but obviously I can't do it." All I said was, "Really?"

Pamela Rcharde: A very powerful question quite often in those circumstances really.

Peter Reding: It changed everything.

Alison Whitmire: Well, that's great. Corrie, let's go to what questions that you're hearing either in the chat box or the Q&A box, whatever.

Corrie Weikle: Yeah, I got a great question from Heidi that says, "Love the idea that it's all about the client. My challenge is that my role is sometimes about getting the client to shift his or her thinking to better align to company practices. It's about the company and not the client. How can I coach to serve this goal?"

Alison Whitmire: Who wants to take that one?



Peter Reding: It's always about the client. I don't care who's paying for it, or who he or she's reporting to, or who I'm reporting to. It's all about the client.

Pamela Rcharde: If the client is in the company, it's about the client, because a client chose to be in the company, and they're there. It's always about the client.

Peter Reding: Yeah.

Amy Ruppert: Heidi, I don't know if you're an internal coach or an external coach, but I do a lot of external coaching with organizations that sound as clients. This may be in your agreement in how you set-up expectation with the paying corporation. I will tell you, I'm very clear about that with my companies that hires, that once you say yes we're going to go, and I'm going to put you in touch with the client, I'm now done with everybody else. Whether there's assessments, we don't share assessments. Results, we don't share anything. I make it very clear to them, if I can't have that container of trust, you're throwing good money after bad.

Peter Reding: Totally agree with that.

Amy Ruppert: If everything is seen as punitive, don't even try to hire another coach into this company. This is 100% about the client. I also want you to understand that the coaching may involve helping them exit the organization. It's not right for them. All those expectations get laid on the table with the client company.

Alison Whitmire: Just to clarify, you've got a client that wants X, and a company that wants Y, and the company is paying a [crosstalk 00:52:35] for Y, and the coach is coaching the client. What I'm hearing you saying is it's about, "Okay client, the coach wants Y and you want X." Where does that put you? How are you feeling about that? Whatever it is that it's not about how do I coach X to Y?

Peter Reding: No.

Terrie Lupberge: Right, no.

Peter Reding: Have that conversation upfront with the three parties. Get them in one room. Get them on Skype if they're international or distant, and explain that and say, "Here's how coaching works. If this is what you're looking for, I'm your guy. If it's not what you're looking for, then [crosstalk 00:53:22]."

Alison Whitmire: Yeah, there's only one agenda and it's the client's agenda, right?

Peter Reding: Yeah.

Alison Whitmire: The company could have an agenda, but don't care if it's the client's agenda.

Terrie Lupberge: That doesn't mean though that as a coach, you might not run into circumstances that put you in an ethical dilemma, and you need to be aware of those, because I might not be able to coach to my client's agenda and still keep my agreement, what Amy was saying, with the organization. We just need to be aware of that.

Pamela Rcharde: There are times they're going to ask you for reporting structures and things like that, and that can be designed with the coachee doing the work. You even work with them on the report that they're going to have, and have the meeting or whatever it is. There's a lot of parameters that actually can sabotage trusting in the see and progress if you're not here, so.

Peter Reding: Yeah, and a lad that the internal coach has a much more difficult time at this. [crosstalk 00:54:22]

Pamela Rcharde: Yeah, because you got multiple hats.

Peter Reding: They may be on a committee six months later that says, "Oh yeah, I've worked with this guy as my coachee, my internal coachee, or I'm mentoring him," whatever title they give themselves. It's harder. Again, the advantage of the external coach, this would be the internal coach. I also know, let me say this, and I'll be right back to you Alison, that the internal coach can in fact hold the same space that we're talking about, and the confidentiality. I know some top level HR people that I've trained that are spectacular at compartmentalizing. I don't know this person, the things I've learned in coaching over here as the associate for moving them to Singapore to head up our operation there.

Alison Whitmire: Oh yeah. Thank you. That's super.

Amy Ruppert: I also find that clients do know when they have internal coaches sometimes that there is a bias, and they will sometimes ... I've had people hire me outside who also have an internal coach just to get that extra perspective.

Alison Whitmire: Thank you. Corrie, another question?

Corrie Weikle: He says, "Great points. Thank you for all that response. Really helpful." We got another question from Nann, and she said she'd love to hear from the MCCs. It's her understanding from coaches around her that the bar is set extremely high, and we a bit went into this. Because it's expensive and she's heard some coaches are trying around three times before they're granted the certification, she wants to know why the bar is set way higher and if it is.

Alison Whitmire: Yeah, because the word, and this isn't just now. The word on the street if there is a coaches street, it isn't like I'm exaggerating, but no one's MCC right now.

Pamela Rcharde: No. It's no true though now. So, that's fair.

Alison Whitmire: Yeah, as I get it. Anyways, if you can talk to us about getting to MCC, whose percentage is passing, or whatever you can tell us.

Peter Reding: I can't speak to the statistics and what's happening in that regard. Here's my sense is that there are a lot of people that have been coaching for many years by definition because they need 2,500 hours, which is huge, especially if they're doing it part-time. They're in the coaching for 8 years, 10 years, 12, 15 years and so on. My guess is that they've learned a lot of "bad habits." What they're thinking about, what they're doing now is coaching, and I'm talking about the "ri" part of the Shuhari process.

Peter Reding: They've gone off on a tangent. Now, when they're coming back into that Citadel of ICF, that ICF is looking at this and saying, "Do they really know the core and the soul of coaching?" It's not being demonstrated. That's my sense. I don't know if that's true or not, but that's my sense of it.

Alison Whitmire: How about you, Pam?

Pamela Rcharde: I would say I agree with that completely, Peter. Then it's also systemic things. Our assessment systems for ACC, PCC, and MCC have been in place up in June till the last couple of years by people who'd just been trainers approaching and doing the things, and no necessary clear consistent training on how to do an assessment, how to shift without the trainer mindset, the mentor mindset into an assessor mindset. That has happened in the last several years particularly around the PCC markers.

Pamela Rcharde: The last year and a half, another master certified coach and I have been working with the ICF to work with the MCC assessors to calibrate them. So, calibration means, these are listening on do we agree if it's the same recording? We actually calibrated all of the active MCC assessors, meaning you do an assessment, turn it in, let's see how we do against the master score sheet to see how you're actually matching up together.

Pamela Rcharde: There's been amazing progress in the last year and a half. Thus, the MCC exams are more consistent, more aligned, more calibrated, because often if one pa- ... There's two recordings. Two assessors on this one passed it. Two assessors on this other one doesn't pass it, that's on their past. They have to go do something. Now, okay, those are two different recordings. There's a lot of details that go into this. There's a better consistency of pass, no pass that is based on quality coaching, and the ability to assess and give specific feedback in the right way.

Pamela Rcharde: That's only been in the last year, year and a half Alison. It's continuing. I don't know what the ICF for sure is going to be doing about the MCC, although I do know that they have announced that there is another ... They're working on the way. They're giving feedback on it. I don't know what that's going to be yet, but that's-

Alison Whitmire: Okay. Thank you, Pamela. Corrie, more questions?

Corrie Weikle: Yeah one more. It says, "Some MCCs I know do not feel that any assessments should be used, that this is not coaching." What do the panelists think about assessments?

Alison Whitmire: Feel free to say anything.

Terrie Lupberge: Here's the thing, when you talk about mastery, boy, how do you measure mastery? There's the rub, right? How do you measure whether Picasso who in many is a master, but to others is not. Some like him, some don't. Yeah, it's a great question of can we measure mastery? If we do, how would we do that? Doesn't it have something like Amy and Peter were talking about? It's the coaching presence right at the end of the day, what do they need to hold onto? Go ahead, Pam. Oh, Amy.

Pamela Rcharde: I just want to push the question, because I'm not sure because we have been talking about mastery and then question was about assessment. I want to make sure that it's about assessment of MCC or it's about using assessment with clients?

Corrie Weikle: Using assessment with clients.

Terrie Lupberge: Oh, I missed that. Sorry. I didn't listen.

Pamela Rcharde: No, it was not clear, and that's why I'm asking the question. What do we think about using that MBTI or that disc, or assessments? What do you think?

Amy Ruppert: I'll jump in on that one. I'm certified to use a couple. One of them of course is EQ in action. I've looked at a lot of them. I've gone through training for a lot of them. One of the things I've found, and Pam, you and I have had this discussion many times is that results change over time in many assessments. They're not consistent. As a person evolves and grows, yet people will pitch and hold themselves into specific places with assessments and there they stay.

Amy Ruppert: I think what happens for a lot of coaches, I know for me is I never want to see my clients pigeon hold themselves in anything, because I want the doors of potential open all the way, right? Any assessment that I feel does that for people and doesn't open their potential, and gets them ... You know, one of the things I can't stand is if there are people running around with the MBTI acronym. I'm this, I'm that.

Amy Ruppert: Yeah this week, in another six months you could be something else, I don't know. That's my resistance, and that's my personal resistance. Of course, one of the things we try to do with our coachees all the time is to try to help them grow in their own self-awareness and learning about themselves. Assessments can be great tools for that. I just have only found a couple that I felt were really

that unique that did that. Not to be drumming business for you Alison or anything, but I will say-

Alison Whitmire: No, one score but okay.

Amy Ruppert: ... I will say the thing that attracted me to your assessment, I've been looking for an EQ assessment for years and years. It's one thing to know where you're in a continuum of something. It's another thing to know how you access emotional intelligence when you're in conflict or under stress. To me, that speaks directly to my client base and that's important that we can talk about those things, and have some real scientific data behind it. So, there. That's my-

Alison Whitmire: Other thoughts?

Peter Reding: A lot of coaches do use assessments. Corporations have spent billions of dollars on assessments, and I have folders worth of information on a high potential that's 35 years old at that stage. The way that I approach the assessments is that if you don't have anything else, they're really great. If the client hasn't done a lot of inner work themselves, it can be a window into who they are. To Amy's point, it does tend to categorize people. In other words, MBTI have got, I mean, 16 different boxes or one of 16 different boxes. Is that the box that I am really truly made, the core of who I am and all that I possess? Probably not.

Peter Reding: One of the things that coach for life does is to try, not try, but we've been doing this for 25 years now is to have an assessment tool for the individual to do their own self-discovery, their own articulation that is a hundred percent categorically unique to them as opposed to this is the way I process information. This is the way my brain works. This is the way that I communicate et cetera that all the assessment's closed, categories that will do.

Peter Reding: Most people don't have access to that so that they must rely on the assessments. The only thing that I would say in terms of for coaches is have the client describe what they're getting out of that assessment. What meaning, or what clues is that providing to you, and what do you want to do with that? Act to them.

Terrie Lupberge: The only thing that I would add it's another question for the coach is, what's your real motive for using it, right? If you're using it as a crutch then good to know. Good to know.

Alison Whitmire: Notice that.

Terrie Lupberge: Maybe there's some work to be done there.

Peter Reding: Note to self.

Pamela Rcharde: Here it is, it's helpful and I would say because I got clients that come like Peter described like everything in the book they've got these big things, and being familiar with some of the lingo and what those meanings are for the client and asking them if it is helpful. However, the only assessment that I've ever used and I rarely used, and Alison will tell you at all is the EQ, because of everything that everybody has said, right?

Alison Whitmire: Yeah. Okay. So, switching gears just a little bit. Amy, when we had some of our pre-conversations about this, you said something that really stuck with me. It was about the difference of a coach's mindset being around, I think you said, facilitating discovery versus being useful. Do you remember saying that?

Amy Ruppert: No, I don't but I could make stuff up.

Alison Whitmire: It just rock my world, so.

Amy Ruppert: Yeah. That is what we do is facilitate discovery. We're facilitators. I think this is one of the reasons why Socratic method speaks to so many of us. That's an actual process of facilitating discovery. Being useful to me is, now, I do think we're useful at times. One of the things I tell all my clients in the very first intake call is, just so we're on the same page here, I want you to know that I see my job as to coach myself out of a job. So that eventually, you'll start asking yourself the questions like something will happen you go, "I know Amy would ask me this." Then next thing you know, it's you asking you that.

Amy Ruppert: We're trying to not only facilitate discovery, but we're trying to give them a blueprint or a process for self-discovery in our interaction.

Alison Whitmire: I think probably the reason that what you said really stuck with me is I started really reflecting on my interactions with my clients, and when I ... It's like I was laughing to what Peter said, something like, "This is taking too long. Let me just give you the hands," or that resonated with that a little bit too much, is my love language is helping. I've always known that, but what I realize is that there are times when I think I overstep what called for by maybe giving too much versus allowing for discovery. Because I feel like I want to be useful. I feel like I want to be helpful.

Alison Whitmire: What your statement helped me reflect on is that my need to be helpful can get in the way of my client's discovery.

Amy Ruppert: Yeah. Okay. So now I see where you're going with that. Yeah, I think that this goes back to, I think we elaborated on that conversation talking about much of this has to do with the coaches on stuff development, right? Or need to be useful should not become your client's problem.

Pamela Rcharde: Right. [crosstalk 01:09:20]

Amy Ruppert: I think that coaches need to A, learn to sit in discomfort comfortably.

Alison Whitmire: Their own and their clients.

Amy Ruppert: Right, and to be able to witness somebody going through extreme times of discomfort and just letting them be in it, knowing that there's a gift at the end. That language sometimes irritates people, but there is a gift in it. It's like the optimist under all this horse poop, there's a pony somewhere. The coach has to have that attitude with their clients and not trying to rescue them from the amount of horse poop.

Alison Whitmire: For me, I'll speak for myself, it's super, I'm not generally a rescuer in a traditional sense, but boy, yeah. That's just a new awareness for me-

Amy Ruppert: You'd rather grab my shovel and help them shovel it out.

Alison Whitmire: Yeah, right?

Amy Ruppert: Next to them and go, "What is it going to take for you to get to the bottom of that pot?"

Alison Whitmire: Right. Love that.

Pamela Rcharde: As a coach, if you don't see that in yourself, then that's part of the thing. Programs that are teaching our skills that don't have personal awareness stuff is it's happening out there, and it's a challenge, because then people get stuck in that first.

Peter Reding: There's a strength through all of this Alison in terms of self-mastering. Do I really know who I am? Do I know my operating system? Again, personal story real quick. I was a flaming codependent. I was a card-carrying lifetime member of the codependent. I direct traffic in downtown Tokyo, true story. I won't tell you the whole story. As a coach, that got in the way. Now, I've had to change and really honestly believe that whatever the client's going through, and their challenge when they're miserable, when things aren't working out, it's not coming as quickly as they want, it's not my job to make them feel comfortable.

Peter Reding: At the end of 90 minutes or an hour, or whatever that coaching session is, if they are still in a world of consternation, and confusion, and things aren't working out, I am so okay with that. I am so okay with that. I do not know as smart as I am, I do not know for them what they need to go through to get their learning. I don't. I just plain don't.

Pamela Rcharde: It just takes back this, Alison.

Terrie Lupberge: Awareness and practice.

Alison Whitmire: You know, I've got actually almost 6,000 coaching hours. Paid coaching hours. Maybe by 12,000 I'll be there. I'm a slow learner, what can I say?

Amy Ruppert: It's costly. Don't you find Alison that that cost you energy as a coach? That's what to pay attention to is do you get off calls and are you exhausted? Personally for me now, if a client's circling the drain for a while, and they show up, and there is a full blown poop storm going on for them, I go, "Cool. All right. Finally, we're going places."

Pamela Rcharde: It's the breakthrough. It's the chaos that creates that space for them to grow new orders.

Alison Whitmire: [crosstalk 01:12:45] That's so awesome. I guess the good news is I have become, at least I'm aware, because I was reading an article in preparation for our conversation today around the neuroscience around advice giving. What the article said is the neuroscience around advice giving is that the brain actually checks out. Now, with advice giving or telling people what we think, the people's brains actually check out. It makes sense to me, I didn't know that before our conversation today and doing some research around that, but thanks to Corrie.

Alison Whitmire: I also notice that when I feel that part of me as a coach that's wanting to be helpful, and I'm being helpful, at least I have the presence to see, "That right there was my client checking out," instant feedback.

Peter Reding: Wow, good for you.

Alison Whitmire: Yeah, it's a progress. It's a process.

Terrie Lupberge: I just want to add, because Pam what you said, again, I don't want to get lost that for any trainers out there listening is to teach coaching as a skillset. Completely missing the point, missing the boat. If your coaches aren't learning their own process of self-discovery and self-awareness and looking at where their limitations, and thinking, and being are, they're not going to be able to do it for the people they're coaching.

Pamela Rcharde: That's right. Amen. Hallelujah.

Terrie Lupberge: It's so important. I wanted to put an exclamation point there.

Amy Ruppert: Can I build on that for a second?

Pamela Rcharde: Yeah.

Amy Ruppert: You're noticing a high turnover in your client base, it's a good indicator that you're not creating the space for your clients to grow into, meaning they're growing past you.



Alison Whitmire: Oh, interesting.

Peter Reding: Very on top of that one.

Amy Ruppert: That's true.

Alison Whitmire: Yeah. I'd actually like to see more turnover in my client base. I'll go tell them now.

Pamela Rcharde: This speaks the good news of a mentor coach or supervisor.

Alison Whitmire: Yeah.

Pamela Rcharde: Right? Because I think that's an important, something we haven't [crosstalk 01:15:08].

Alison Whitmire: I am so glad you bring it up. Actually, our next podinar is going to be around the topic of you are how you coach, or you are like, I should write it down. What is it? Who you are is how you coach. It's all about this specific topic. Anyway, just stay tuned. About training, we had a question come in by Perry Strawn. No, sorry wrong one. We had a question by Heidi Fore. She said, "Some coaches have online training programs." She asks, "Is that considered telling?" I think what she's saying, and I've had this my same challenge with this. There are some coaches who teach their clients certain elements, and they'll have on demand modules for their clients.

Alison Whitmire: I think what she's asking is like, how do you think about that relative, that teaching in the whole space of advice giving, or expertise versus expiration. Let me give you one other slight example. I feel unclear about this whether it's around trying to coach my clients around mindfulness and what's mindfulness? They're like, "Empowering language." What's empowering language or disempowering language?

Alison Whitmire: If trying to figure out how to educate them in a way that feels true to coaching. Anyway, so would that ring a bell?

Peter Reding: Yeah, let me jump into this one, because coaching does not replace training. Coaching does not replace mentoring. Coaching does not replace parenting, managing, leading, and counseling, therapy, all the rest of it. It doesn't. When it comes to training, I love the fact that coaches, a lot of coaches do have subject matter expertise in something or many things. What I suggest to our students is teach. Put a training program together, whatever that might look like. You're the subject matter expert. It's your agenda. Teach your steps, your expertise.

Peter Reding: Then afterwards, have them go into part of the whole program construction is provide them with follow-up coaching, the kind of coaching that we're talking about today, so that they can integrate what they get out of the training and put

it to work, implement it. Again, students at the end of this whole process that they go through this and a lot of our students have, they'll say because they know that I'm the trainer, or the trainer is the trainer, but now we're in a coaching mode. Okay, so there's five elements. I forget what the fourth element was. Can you tell me? No, I can't. Not as your coach. Do you have it someplace in the house? Yes. Go get it.

Peter Reding: Make them do the work. Okay, so now that you got all five, which one do you want to work on today or implement this week, or which ones coming up for you, but they are beautiful partners. Training follow on coaching. There's studies that prove the efficacy of this big time, huge.

Pamela Rcharde: No. Well, it's the integration of the learning, into patient and the application of whatever the learning is in the course, it happens in that coaching exchange, right?

Peter Reding: Exactly.

Pamela Rcharde: [Crosstalk 01:18:51]

Amy Ruppert: In our business, we have a whole library of what we call, "Micro tutorials." What we look at them as is they're the seeds we plant of concepts for them to experiment with and bring back their experiences, their thoughts, their feelings, all of it around that into the coaching.

Alison Whitmire: That's super helpful.

Terrie Lupberge: Alison, I was wondering were you also thinking about to spend the moment inside of a coaching conversation teaching something?

Alison Whitmire: Yes. Do they literally have to do it at separate times? Yeah, but-

Terrie Lupberge: Not necessarily. Let's say you have a distinction around, yeah, like you said mindfulness, right? Oh, you've never heard of that. Would it be useful if we explain that for a few minutes? You're not saying, "Well, let me tell you about mindfulness, and let me give you the five steps or the three things." Is this where we should go? Is this useful? Would this be helpful to the direction we're heading in? Then you can of course share that.

Pamela Rcharde: Then the first question will be, "What do you think mindfulness is?"

Amy Ruppert: Yeah, right.

Terrie Lupberge: What have you heard?

Alison Whitmire: Yeah, right. Okay, so Perry Strawn asked the question. She says, "Very reflectively, my own urge to tell often manifest in my body, and I'm curious how other coaches notice that impulse." Very somatic.

Terrie Lupberge: Very somatic.

Pamela Rcharde: The somatic expression. Is the question how you manage it, Perry?

Alison Whitmire: No. She said how you notice it.

Pamela Rcharde: Oh, how you notice it.

Terrie Lupberge: Can you notice your shape when you're in the conversation? Let's imagine you're on Zoom or Skype and you notice that you're up and forward and you've been this in this position and your shoulders the entire time, good to notice. I'm not saying that always means you're telling or being directive. I'm not necessarily making that connection, but there might be something more available if I shift as a coach.

Alison Whitmire: Yeah. How I reflect on this question is I know that ... I call it my inner horse shack. Oh, there's some in me going, "I know. I know." That's my first clue that actually it's about me. I need to just shut up.

Terrie Lupberge: So, that's noticing your energy, right? Where is it?

Peter Reding: That's a lot.

Amy Ruppert: That's what I was going to say. I notice I'm no longer connected to my client. It's probably if I had to say, if there's a physical expression of it is probably when I take the stupid look off my face, because I'm usually sitting there like, [crosstalk 01:21:47]. Oh my gosh. It's why I really don't like video coaching too much. I'm just sitting there. Then I think when I feel the urge to tell is when I come out of that connection of just, I'm just taking it in. When I stop that, that's my connection to the client, when I stop that. This is hard to articulate. It's a feeling more than anything.

Alison Whitmire: No, I get it. I totally get it.

Amy Ruppert: It's good to look at it, the best indicator.

Alison Whitmire: Yeah, I totally get it. I experienced it, so I'm in this other coaching program with David Drake, narrative coaching. They've partnered us with coaching peers. My coaching peer in that is not as experienced as a coach. Boy, at some time it's super being coached by someone who is not as super experienced coach, and experiencing that shift and energy. She asked me a question about something really personal and big going on in my life, and I'd come up with this bridge

metaphor, and I was just describing the bridge, and how firm, and how solid it was. I was in that moment just like embodying this metaphor.

Alison Whitmire: She said, "Ah, but bridges need to sway." I'm like, "That's your bridge. That's not my bridge. Your bridge sways." Of course, I didn't say that, but it just was the example of like, "Oh, let me be helpful. Let me be useful. Let me add that bridges need to sway," and in the moment was lost.

Amy Ruppert: That's interesting, Alison. Pam will relate to this, because Pam and I have done a million assessments together for people certification. That is a prime example of that. I'll tell you, for some of you going into certification has even gotten better. However, there have been times Pam where I'm the one getting coached, because it used to be that you coached live.

Pamela Rcharde: Right.

Amy Ruppert: We'd get done, and we'd start to assess, and I'd have to say something like, "My God was that painful. Oh my God was that painful, but it was correct." When you're assessing for other levels, we want to see a correct execution of coaching. Coaching presence isn't so much on the mark early on. Pam even she knows, she's smiling because you remember some of these, because the way I get coached, I'm like Peter's client. I talk for 42 minutes. The coach says three words and then I'm off to the races. I self-coach, but when I have somebody trying to instill a methodology on me and trying to guide the coaching, because they need to feel useful, and they're doing something, it's painful for me, but it's correct in the earlier stages of coaching.

Amy Ruppert: Just so you guys know going through certification, you get a lot of pass on that. [crosstalk 01:25:02] even if it's painful for the assessor.

Pamela Rcharde: Even at the PCC marker exams, the assessment is at just over the bar. [inaudible 01:25:13] over the bar PCC, not fully blown the tour almost MCC, right? Even as an assessor, you have to, "How am I listening?" Which is very interesting.

Amy Ruppert: We had this probably a few minutes ago, but somebody asked about feeling in your body and something else. I don't. I don't feel much in my body at all. I just don't. When I have somebody who really wants to focus on that coaching me, I'll get about the third one, what are you feeling now? Hungry. I don't know. I'm thirsty. I don't know. I don't relate to that. I'm sure I feel something, but I think that coaching presence is what evolves. You get a lot of pass early on, and that's why we're saying pay attention to the competencies. Listen, and I'll just give you a little background on this. When we created those things, there were, how many schools, Pam? Was it-

Pamela Rcharde: Eight.

Amy Ruppert: Eight, and we all came together. At that time, there was a lot of contention, right? There was a little fractious going on. About this and advising was the big one. We came together and we thought, "This is going to be a real hella blue getting us all on the same page to come up with all this. We found within what? About a week, we were all speaking the same language. We were all talking about the same thing we just had different ... We just used different words for it.

Amy Ruppert: These competencies come from that of a lot of tossing ideas around, and mulling them over, and mulling them over. When Alison sent out that blog post about this, or what it took about 10 minutes before I came right back at you right then and relative to advising, because I said, "Let me tell you some of the questions that hit the table about advising." Who gives advice? How do you know if advice is correct? What's the liability issues in advice? What happens to the client when we give advice? How does it affect the efficacy of coaching? All these things got torn to shreds in this process.

Amy Ruppert: Since over years, and contentious arguments that I see of conferences and everything else. I know we're getting on time, but I said, the one thing I want to be able to say before we, and I'm not trying to close this down, but for those of you who are questioning this, and who are feeling a bit of sour grapes or something about the rules or whatever, stop it and get involved. Get involved with creating this young profession more, and contributing to that conversation.

Alison Whitmire: Yeah, thank you. Corrie, actually, let me put up that slide. Corrie, what questions do we have? I'm going to put up this slide on how to get involved.

Corrie Weikle: Sounds good.

Amy Ruppert: What a segue.

Corrie Weikle: What a segue. A question that, we have a few, and I said that if we don't get to them today, we'll respond via text, but one that came in that I think is really relevant to this conversation that says, "Thank you for responding to this question, and I'm interested, because so many of these MCCs are involved in training and assessing coaches. I have observed that the coaching profession in the US seemed to be predominantly racially white. Do you have any sense of the proportion of coaches who are the people of color? Do you see larger proportion in terms of newer coaches?"

Alison Whitmire: If we can answer this in the next 60 seconds. Who wants to take this one?

Amy Ruppert: No idea what that is.

Pamela Rcharde: I don't think we have statistics. It depends. That's my go to. It depends on where you are, and the coaching is all over the world now, right? Coaching is in a huge component happening in Asia right now, the component. In the beginning, it

started in some California, and some of those, as we know as a profession. Coaching was here in that different forms before that. Online is we don't have numbers. However, it's very integrated as far as I am concerned now based on even my client base right now.

Alison Whitmire: Thank you, Pam. What can you do to promote coaching? Get connected to your local ICF community. Join ICF global community practice. Become an ICF chapter regulatory liaison. Pitch an article to be a thought leader with the ICF and Choice Magazine. There are many ways to get involved. We will send you all of these. We will be following up with you. You'll get a recording of this podinar. You'll get information on how you get involved. All the things you see here. We'll follow-up with you on your specific questions if we didn't answer them today. We'll be sending you information on our next podinar, which is on March 28th at 1:30 with Sam Magill.

Alison Whitmire: He's also an MCC. On the top of who you are is how you coach. We'll also be sending you a survey to get your feedback on anything, your experience of today, anything we can be doing better. We love feedbacks, so please keep it going. Corrie, what did I miss?

Corrie Weikle: You nailed it.

Alison Whitmire: All right. Thank you very much Corrie for your support today. Peter, Amy, Pamela, Terrie, thank you.

Pamela Rcharde: Yeah, thanks. [Crosstalk 01:31:08]

Alison Whitmire: ... really fun engaging time. It's been real delight to spend time with you.

Peter Reding: Great work, Alison. Thank you.

Alison Whitmire: Thanks.

Pamela Rcharde: Thank you.

Alison Whitmire: Bye-bye.

Amy Ruppert: Bye.

Alison Whitmire: Okay.

Terrie Lupberge: Do I leave?

Corrie Weikle: You can stay onto this.

Terrie Lupberge: I thought we were staying on to debrief, but bye.

Alison Whitmire: Okay. Bye, Terrie. Thank you so much. It was so fun.

Terrie Lupberge: Thanks. It was fun.

Alison Whitmire: Okay.