

Alison Whitmire: Welcome to the Learning in Action Podinar. Who you are is how you coach. I'm Alison Whitmire, with Learning in Action, and I'm joined by Sam Magill, who I will introduce. Hi, Sam. Who we'll introduce in a moment. And I'm joined by Corrie Weikle.

Alison Whitmire: If you've never heard of a podinar, it's because we made it up. It's a smash-up between the best parts of a podcast, where it's interview-style. Today with Sam. And webinar, where we have engagement with you, and dialog, and chat, and polls, and interactivity like that. Corrie is going to be managing the polls, and the chat box, and the Q&A.

Alison Whitmire: We'd love to interact with you today. We'd love to hear from you. The best way to do that is to chat, chat, chat in the chat box. Anything that's coming up for you. Just like if this was realtime, and you'd lean over to the person next to you and have something to say, put that in your chat box. If you've got a question for Sam or me, you can put that in the Q&A box, and we'll get to that.

Alison Whitmire: As you're typing into the chat box, you notice there's a little arrow next to the chat box. It'll either say "panelists," or "panelists and attendees." You want to point it to where it says "all panelists and attendees," so that you can see what everybody else is saying. Yay. I'm going to pull up the chat, so I can see it, too.

Alison Whitmire: Okay. Thank you, Corrie, for joining us. We'll be seeing you in the background. And when you pop back on for questions and Q&A. Thanks very much.

Alison Whitmire: Okay, so before I introduce Sam, I want to take a poll, so that Sam and I can get to know all of you a bit more. First, Corrie, if you would, launch that first poll. How many years of coaching experience do you have? If you would, go ahead and take that poll, and Sam and I will just continue chatting here, and then we'll come back to the poll.

Alison Whitmire: With that, I'm super excited to introduce to you Sam Magill.

Sam Magill: Thank you, Alison.

Alison Whitmire: Sam's been coaching and teaching since 1990, in a wide variety of settings. He's been providing the reflective practice known as coaching supervision. He's done that since 2009 with coaches all over the world. He's been coaching and teaching coaching since 1990, and he's been an ICF MCC, Master Certified Coach, and vice-chair of the ICF's independent review board.

Alison Whitmire: Sam is on the faculty of Wellcoaches School of Coaching, and a program leader for the Coaching Supervision Academy, and teaches in North America and in France. Sam's favorite aspect of coaching is supporting high-quality working relationships, especially for those really smart clients whose own development didn't include skills of effective working relationships. Of course-

Sam Magill: [crosstalk 00:03:21].

Alison Whitmire: Sam is an EQ practitioner with Learning in Action. Yay. He's known to be a calming presence who invites clients and coaches into profound journeys of discovery and growth. Sam, it's great to have you today.

Sam Magill: Thanks so much, Alison. It sounds like I'm really busy. I think I better have a look at my calendar.

Alison Whitmire: That's what I thought when I saw that. Well, let's look and see who's ... Share the results of the ... Okay, so it looks like ... Wow! Look at all of the years of experience we've got here. We're talking to people, Sam, that have quite a bit of experience coaching.

Sam Magill: That's terrific. It'll be really useful for our topic today.

Alison Whitmire: Mm-hmm (affirmative). Mm-hmm (affirmative). Great.

Alison Whitmire: Where did this idea of "who you are is how you coach" come from?

Sam Magill: Well, when I was first introduced to it by Edna Murdoch ... Edna is a founder of the Coaching Supervision Academy in the UK. There is a lot written from Edna and colleagues about the notion of "who you are is how you coach." It turns out there are some other interesting sources of the idea, which we can get into as we go along.

Alison Whitmire: Yeah. Yeah. What does it mean? What does "who you are is how you coach" mean?

Sam Magill: Yeah, well, it means that our own character, who we are as a person, has a huge effect on how we coach. A simple example of that is a very high-energy person has a tendency to coach in a high-energy fashion.

Sam Magill: A person, if we speak in EQ terms, who leans toward launching action ... They want to get something done ... I think would be inclined to coach on getting stuff done. But a person who is inclined in their ... in kind of the core of their being, into thinking first, may lean toward coaching that is more thought-based. Of course, in the feeling realm, a person who is truly at home and inclined toward exploring feelings would be ... That would influence how they coach.

Alison Whitmire: Mm-hmm (affirmative). I think we can all get that we're all oriented differently, that we come from different places. We're different on different days. What's the implication of that on our coaching, and what we should know about that?

Sam Magill: Yeah. Different on different days, I think, is an expansion of what I just said, because ... Let's consider, for example, if I'm coaching and I'm exhausted ... I'm truly exhausted. We know that exhaustion affects our brain's capacity to work.

It affects our presence, and so on. If who I am, at a given moment, is exhausted, the exhausted version of Sam, that's going to affect how I coach.

Sam Magill: But I'm also thinking of ... Ages ago, when I taught at the Hudson Institute of Santa Barbara. I was on the faculty in the period right after Frederick Hudson had to step back, because of Alzheimer's. I know ... I brought a lot of poetry into my talks. The talks that I was giving. There were good sides and not-so-good sides. I probably got a little carried away with my poetry. But who I am is a poetic sort of a person. I make poetic references and metaphors, and all of this. It very much affected how I showed up with other people.

Alison Whitmire: Yeah. Yeah. Is there an edge to that? I mean, "Yeah, I am who I am." I could enter into the coaching and say, "Yeah, I am what I am." The Popeye thing. "I am who I am, and this is I am, and this is what you get when you coach with me." I mean, I could take that approach, and coaches do, and I don't have any judgment around that.

Sam Magill: Well, I guess I have a little judgment about it.

Alison Whitmire: Okay.

Sam Magill: Honest, Alison. I remember a coaching student some years ago who was doing a demonstration of coaching in the course of training. Very high-energy person. Sat forward. Very rapid speech, you know, bluh-bluh-bluh. Like this. The practice coaching client was kind of "Whoa."

Sam Magill: I said to the coach, I said ... because in a teacher sort of a role, I said, "A possibility for you is to match the energy of your client a little bit more. To pace yourself with the client."

Sam Magill: "Oh, no, no, no. This is who I am. This is how I function."

Sam Magill: Of course, there are points at which that's a perfect match with the client, but if I'm in rapport with the client, if I have a powerful relationship with the client, I kind of have to move who I am a little bit toward them. I'm not changing my fundamental character, but I need, I guess I would say, a little versatility in that moment. Who am I with this client right now?

Alison Whitmire: Yeah. Yeah. What I think I hear you saying is that, yeah, we are who we are, and we can embody that and be proud of that, and if our intention is to be building rapport, connecting, to establish trust and intimacy-

Sam Magill: Exactly.

Alison Whitmire: ... then matching the client where they are in tone and pace is a way to establish that.

Sam Magill: That reminds me, Alison, that I want to call attention to part of this is for the coach to know him or herself. For the coach to know who he or she is. I mean, if we go way back to William Shakespeare, in Hamlet, there is the line that says, "This above all: to thine own self be true. Then it follows like the night the day that thou canst be false to anyone."

Alison Whitmire: Yeah. Yeah. How do you interpret that for this?

Sam Magill: Well, if we don't know who we are ... If, for example, we have become our coaching techniques, and reduced coaching to a set of techniques, then who we are may fade to the background, but I think it still affects the relationship. I need to know who I am.

Sam Magill: For example, if I know that I am triggered by certain kinds of speaking ... I would say even certain accents, which has been true for me, and in my life. I hear a certain accent that I don't like, and that's affecting how I show up. But I guess I like to think, at my ripe old age, that I know about that particular trigger, and so when I encounter a coaching client or a student with that accent, I can say, "Whoa, buddy. Just tune in for a second, and notice your trigger" [inaudible 00:11:38]. Then I can really miss an opportunity to be of genuine service to the client.

Alison Whitmire: Yeah, yeah. So what I hear you saying is that we're all different. We're all unique. We all have triggers, and those are going to show up naturally. It's going to show up in our work with our clients, and it's knowing what they are that allows us to keep the coach about the coaching. Keeping the coaching about the coaching.

Sam Magill: Yeah. Now, if we use the metaphor of driving a car, we have a rear-view mirror, and we have side mirrors. The purpose, especially, of the side mirrors is to help avoid the blind spots. The blind spots. So that when we change lanes, we don't run into a car that's caught in our blind spot. I think that's a helpful metaphor because we don't want to catch our client in our blind spot.

Alison Whitmire: Yeah. Yeah. Okay. Let me ... Let's talk with our clients, or our audience, just a little bit more, and learn a little bit more about our audience. Corrie, will you launch the poll about what coaching credential you hold? What coaching credential do you hold? None, ACC, PCC, MCC, and if you have something different, you can enter that into the chat box.

Alison Whitmire: While we are looking at that poll ... Sam, if you don't mind sharing, what have you learned about yourself, and your own blind spots, and how they impact your coaching? With the idea that maybe some of the people in our audience might hear themselves in that.

Sam Magill: Oh, well. You want me to be vulnerable.

Alison Whitmire: I will if you will.

Sam Magill: What have I learned about myself? Yeah. Well, as you had said in the introduction, I've learned that I really get engaged with really, really intelligent people. Now, what I mean by "intelligent" in this case, because there are so many forms of intelligence ... I like working with research scientists. I like people who do scientific research.

Sam Magill: I think there are a couple of reasons for that. One is that my undergraduate and part of my graduate education was all in science. I was supposed to be a scientist. I think in the Sputnik era, which I am a part of, in grammar school and high school, bright boys were supposed to be scientists. Right? Turns out I'm not a good chemist, so I dropped that, even though I have half of a master's degree in wine chemistry. When it got into the laboratory stuff, I said, "Nah, I'm done with that."

Sam Magill: But I like the mind of a scientist. Especially those who are curious about how things work. Because for me ... That's who I am, enjoying that interaction. The curious mind is so much a part of what I do, in all the different aspects of my work. That's one thing I've learned about myself.

Alison Whitmire: Yeah, yeah. I'll share about what I've learned about myself is around ... Since you said you'd go, I would. I tend to think of my edges, right? One of the things that I've learned, and I so well appreciated the question that Kathleen Mirin asked, which is "What particular aspects of the EQ Profile show up and are most informative to us to examine? As coaches, how we answer this question?"

Alison Whitmire: I'll answer this question for me, in terms of how my EQ Profile can show up. First, we think about the EQ Profile as who we are in relationship under stress. That being a picture of that. The tendency is to think, "Well, gosh. I'm not under stress when I'm coaching." The answer is actually, "Yeah, you are." We all are.

Alison Whitmire: We are because there are stressful things happening, potentially, in the relationship in the field between coach and client, but also what ... The client is under stress, oftentimes. Or can be. That can be stressful for us. Our stress reaction ... My stress reaction shows up with my clients.

Alison Whitmire: There are two major ways mine shows up. One is the self-other dimension shows up. That when something's not working, when the client is stuck, when the client is not getting value out of the coaching, I will tend to think it's my fault. Because I'm self-oriented, I will just assume that if they say, "Oh, this stinks," I've done something wrong. It's taken a while for me to recognize that I tend to lean that way, and to find the middle-ground of, "Okay, what is the client's responsibility for not getting value?"

Alison Whitmire: The other way that my profile shows up is I tend to be more wants-oriented, and until I knew this about myself ... What makes me feel better under the most

stress is to plan something, and to plan to do something. I found that I was unconsciously coaching my clients toward a plan. Because that's what made me feel better.

Alison Whitmire: It took me knowing that about myself and realizing that about myself for me to recognize I was doing that. My clients were just going along. Right? They were following with me. They didn't know any better. Then I just realized what a disservice I was doing to my clients. One, to let them off the hook for what's not working, or try to coach them into a plan.

Sam Magill: Yes. Yeah. Well, this is a great one for us to share our contrasts, Alison. I'm a little other-oriented. So when I'm under stress, I can easily assign all the power to the other person. I can consequently disempower myself.

Alison Whitmire: What does that look like, Sam?

Sam Magill: Well, I mean, there's a visual image of it. I get smaller. I back off. I show more deference than is good to the client. "Well, okay. If you want to do that." I lose some of the legitimate authority I have with my experience, with my own personality, with my intelligence, I lose some of that temporarily.

Alison Whitmire: Mm-hmm (affirmative).

Sam Magill: Oh, boy. As I say that, I think I'm spot on, because I'm registering it in my body as I'm saying [crosstalk 00:19:23]-

Alison Whitmire: Oh.

Sam Magill: I can feel it in my voice. Hopefully, you can't hear it.

Alison Whitmire: It's okay.

Sam Magill: Yeah. That, I really have to look at that. Am I showing up at my best, or am I letting something tip me over into that disempowering place?

Alison Whitmire: Mm-hmm (affirmative). Mm-hmm (affirmative).

Alison Whitmire: I'm just going to share the result of the credentialing we have. A lot of the context we're talking about, and the reason that we wanted to ask this question about credentialing, is there is a ... I think an ICF context, or at least this idea of "who we are is how we coach." I mean, there are other coaches, it's like, "This is how you do it. This is how you show up." That's okay. The ICF context is ... How would you describe the ICF lens of this, Sam?

Sam Magill: Yeah. Well, I'm looking at the poll now, Alison, that we have some folks that the largest group are PCC, professional coach, and then there are some folks with other credentials, which are 22%. I can't see who those are on my screen.

Sam Magill: But in my conversations with coaching schools these days, and one in particular, we talk about what's the difference between a PCC and an MCC. I think this ... I think. Now, this is not written in ICF literature, but I think the MCC is more grounded in who they are, and ability to use their presence in a fluid, adjustable, dynamic way. That while they know the coaching theory and techniques very well, like knowing the scales on a piano, that they're more advanced in improvisation.

Sam Magill: I think when we improvise, we've got to be really grounded, so we know where our own feet are at all times, and how to recover ... Like you and I have been sharing our self-other dimensions ... to recover when we slip from our effectiveness. That's one perspective.

Alison Whitmire: A question I have around this, Sam, is so what is the role of the coach in the coaching? We've said we are all these different ways. We are ... We've talked about before, it's like, "Oh, the coach is about the client. It's about the client." We don't want to put our triggers ... put all our biases, our blind spots, out there. What's the role of the coach in the coach-client relationship, as you see it?

Sam Magill: Well, I want to take a little risk here, Alison, and draw from a field that is sometimes off-putting to coaches. That is from the world of psychology. I know there are lots of debates about coaching, and psychology, and where they overlap, and where they don't. But psychology and psychotherapy has been around for a lot longer than coaching, and I think there are lessons we can draw from it. Here, I'm going to read something that I found that talks about who I am, and why that's important. Does that sound okay, Alison?

Alison Whitmire: Uh-huh. Yeah.

Sam Magill: Okay. What they're talking about here is a real relationship. We talk about authenticity a lot in coaching, so there's a connection. "The concept of the real relationship emphasizes the importance of each participant to be 'who I am' with the other. The real relationship highlights the importance of both the client and the therapist ... " Client and coach "... in being able to be who he or she is in the work. And for the two people to be able to perceive each other in realistic ways that benefit them."

Sam Magill: "The real relationship thus emphasizes the value for participants to see each other authentically in a person-to-person, I/Thou frame, without the distortions that come from stereotypes, or biases ... " Or triggers, or blind spots, or anything else. Now, that phrase, "I/Thou," comes from Martin Buber, and it is a stance that's different from "I/it" in Buber's work. The I/it relationship says, in effect, "I'm treating the other person as an object."

Alison Whitmire: Yeah.

Sam Magill: Right? We can slip into that when we start coaching from our ego ... Just a little bit. A little self-other tilt. Whereas the I/Thou holds this person and myself as a valuable human being. It's not enough to say that the client is whole, and creative, and capable, and so on. If I don't also hold myself there, then there's no real relationship in the sense expressed in this passage.

Alison Whitmire: Mm-hmm (affirmative). Mm-hmm (affirmative). I so appreciate that. As I was listening to what you were saying, what came up for me was this question of me being who I am, and where my blind spots, my biases and judgments, come in from that. And how I know what they are.

Sam Magill: Yeah, exactly. Exactly.

Alison Whitmire: Because what I heard in what you said is that the judgments, the biases, the assumptions that ... my trigger response, my patterns ... alter the relationship.

Sam Magill: They alter the relationship. Absolutely, they alter. Because we're constantly interacting, and if we look at the brain science around human-to-human, or human to other mammal interactions, the mirror neurons ... part of our physiology, is constantly reading the other person.

Sam Magill: I have a friend who does equine-based coaching, and she had me stand between these two enormous horses. My head barely came up to the top of their backs, and she said, "Just be quiet, and connect with those horses." Man, if you've never done that, it is a powerful experience. Because that part of our brains is rather similar. Who you are matters a lot to horses.

Alison Whitmire: Isn't that remarkable? Yeah, yeah.

Alison Whitmire: Corrie, what do you see in the chat? What questions are we seeing?

Corrie Weikle: We actually don't have anything in the chat right now. We got a nice comment from Dennis, and from a few others, saying "Thank you for connecting this to the EQ Profile. It's been very helpful." And we just got one from Frances saying, "Yes, coaches and clients construct the relationship together, as opposed to I and Thou." Thanks, Frances.

Alison Whitmire: Yeah. Right, but it becomes something together ... as the separate of I and Thou, there's a Thou/I. You know, like a combined ...

Sam Magill: Combined. And that's an area that I'm really interesting in and in finding reading about, Alison. That in a sense, the coaching occurs in the space between I and Thou. That that part of the more and more capable coach, on good days, because we don't always operate from good days, but on good days, there is this space between us that's terribly generative.



Sam Magill: I know this language doesn't work for everybody, but I call it "sacred." That there's this special container that occurs in the best moments of coaching, between two people who are in the I/Thou.

Alison Whitmire: Yeah. Yeah. Anything else, Corrie? Thank you.

Corrie Weikle: We just got a comment from Doreen saying, "Makes me think of creating 'we' from conversational intelligence."

Alison Whitmire: Yeah. Exactly. Creating the "we."

Sam Magill: Yes.

Alison Whitmire: Yeah. Yeah, and going back to a lot of our own work, and this is narrative coaching work, and attachment theory work, is that we as coaches can provide that safe haven. We can create the secure base. We can create that secure attachment with our clients that then allows them to explore new territory. Yeah.

Sam Magill: Totally. Boy, in the relationship strategies, I think we really need to look at ourselves there, because if in stress, I'm inclined toward dependence or independence ... "I trust myself more than I trust you ... I trust you more than I trust myself ... " Or "We're all kind of screwed, and I don't trust either of us." The disconnected strategy, right? That's going to create some problems.

Alison Whitmire: Yeah, yeah.

Sam Magill: Yet, of course, there are moments when I have to take an independent strategy and trust myself to go forward, even if the client is uncertain. So all of that stuff matters, and that's who we are in that moment.

Alison Whitmire: Mm-hmm (affirmative). Mm-hmm (affirmative). What else, Corrie?

Corrie Weikle: I think Sam may have started to answer this, but we had a curiosity of how high-interdependence or self-management relationship strategies show up in a coaching relationship?

Sam Magill: Well, so I'll make a stab at this, Corrie, and then I'd love if you would refine it, Alison. My thought in that is that if we are so devoted, if I can use that term, to an interdependent strategy, I may miss opportunities for, in ICF language, direct communication that may upset my client.

Sam Magill: If I'm so wrapped up in "But we have to be collaborative here ..." and I know I'm being a little whiny in my voice ... If we have to be collaborative, I never get to be powerful, and I may never let my client to be powerful.

Alison Whitmire: Yeah.

Sam Magill: How's that for an interpretation?

Alison Whitmire: Yeah, yeah, yeah. What I'd just add on top of that, in addition to what you said, [inaudible 00:31:29], yet are experiences that that person, to that extent, shows that behavior, will almost be blind themselves to untrustworthy behavior. Like clients not following through on what they said they would do. Or clients not showing up when they said they'd show up, or canceling at the last minute. You know how ... all the ways that people can show up in ways that aren't reliable and trustworthy? That we just ignore, ignore ... "We're in this together. We're in this together." That's a disservice to our client, to ignore behavior that's not trustworthy, because we as coaches know, if it's happening in the coaching, it's probably happening elsewhere.

Sam Magill: Yes. Yes.

Alison Whitmire: [inaudible 00:32:14].

Sam Magill: In other realms, that's referred to as "parallel processing." The alert coach spots it, knowing what you just said, that it's showing up elsewhere, as well, so we have the advantage of using even that moment of discord, if we can grab a hold of it.

Alison Whitmire: Yeah, yeah. Okay. Thank you, Corrie.

Corrie Weikle: You're welcome.

Alison Whitmire: Okay, so we've got a question from Evelina Rogg. Hi, Evelina. Thanks for the question. "What are the most effective ways to better understand ourselves, and to become aware of how we show up in our coaching? What are best practices?"

Sam Magill: Wow. Well, Evelina, that is an enormous question. It's just an enormous question. In broad terms, what I would say is a best practice would be to establish regular reflection on our work. A simple, maybe the simplest way to do that is journaling after our coaching sessions.

Sam Magill: And to ask myself some questions, like, "Well, who was I in that moment? What reactions did I have in that moment? Oh, there's that old bias! Shoot! It showed up again." Or, "Boy, I notice that after that coaching session, my stomach is tied up in knots."

Sam Magill: Or, to switch to the positive, I'm journaling away, I say, "I feel so good about that coaching session. Well, why? What happened that was so special and magical in that coaching session?" The more I'm able to reflect and pull those things out, I think it builds us a great basket of resources for the future. That's just one way, and there are other ways, too.

Alison Whitmire: Yeah. Well, Corrie, let's launch the poll to ask our audience on how they reflect on the quality of their coaching. Okay, there's the poll. This is multiple choice, answer as many as you want ... Multiple choice sounds like one. Sorry. You can answer as many as apply to you. The question is: How do you reflect on the quality of your coaching? We'll give you a moment to watch that, and we'll come back to that question in just a moment.

Alison Whitmire: We have a question by Michael Keller. "What might indicate that a coach has hit a new learning edge for their own next development potential for capacity building?"

Sam Magill: Great. Great. Great question, Michael. I want to give you the very first thought that came to mind, because I trust those more than I trust the subsequent ones. Some of the time.

Sam Magill: When I become curious. That's my first answer, Michael. When I become curious. When I suddenly say, "Oh, well that's different. Huh. I wonder what's happening here?" Or related to that, I suddenly become aware of nuances. There might be nuances in my tone of voice. I might suddenly be aware of the kind of backgroundy thoughts that I'm having during the coaching session, and I never had that before. That's kind of where I start, Alison and Michael. [crosstalk 00:36:23]-

Alison Whitmire: Yeah, yeah. I love that. We all commented on that question, and how thought-provoking it was.

Alison Whitmire: I'd say, for me, that ... You've been coaching longer than I have. I've been coaching for 15 years, and I find that my coaching plateaus. I feel ... I don't know about you about this Sam, over a period of time, I feel my coaching plateauing. It's like ... for me, that's ... I can't even describe exactly what that means. But that's when I'm like, "Time to inquire, learn more, figure out ... " Yeah.

Sam Magill: Well, yeah. For me, what that evokes is when I start getting bored with coaching. When I start getting bored with coaching.

Alison Whitmire: Say more about that.

Sam Magill: Well, I mean, if I'm not having fun coaching, I am in a rut. I find my clients boring. I know this is really embarrassing to share. I start finding my clients boring, and I don't want to go to that coaching session. I go, "Oh, gosh. Do I have to meet with George again?" I'm losing energy in my coaching. You know?

Alison Whitmire: How do you engage with that?

Sam Magill: Well, I have a reflection partner who helps me examine that really carefully, and in a very, very disciplined and sometimes profound way. A person I meet with regularly to help get me out of that. But another way I would say is ... I have this

friend and former colleague named John Schuester, and one day, when John and I were teaching together, John said, or maybe I heard it for the first time, John said, "We must make ourselves worthy of our clients."

Sam Magill: Isn't that a fabulous expression? "We must make ourselves worthy of our clients." That's such a guiding principle for me that if I start to get cranky about meeting with George ... I hope nobody named George is on the call. If so, I don't know you. Oh! But then it's time to whack myself on the side of the head and say, "Well, wait a minute. You're violating your own standards for service."

Alison Whitmire: Yeah. Yeah. Yeah.

Sam Magill: Am I worthy? This client is placing trust in me. Hopefully, they're open to me.

Alison Whitmire: Yeah. Yeah. It just, to me, emphasizes the importance of us doing our own work. Always doing our own work. When you're a coach, paying another coach to coach you, especially in early years, can feel really expensive. Oh, my God. It's the price of entry. Yeah.

Sam Magill: I just saw a comment from Frances pop up on the screen.

Alison Whitmire: Yeah!

Sam Magill: "Worthy is not the same thing as perfect." I'm so grateful for that comment. Thank you, Frances. I mean, absolutely! If any of you get the LinkedIn posts from Susan David, at Harvard Medical School ... Susan just did a spectacular posting on this point of how dangerous the thought of perfection is, and what it does to us.

Sam Magill: For me ... I was invited to lead the first session of a year-long program in France, and the title was, in French, [French 00:40:50]. I wrote to the guy who invited me, and I said, "But I don't believe in perfection." He said, "Well, that's because you don't understand the French word. The term [French 00:41:07] is 'to make the effort to constantly improve'."

Alison Whitmire: Yes. That feels-

Sam Magill: What a difference-

Alison Whitmire: That's right. That feels ... Boy, I just feelled my body relax.

Sam Magill: "Worthy," for me, means that I'm paying attention, and I'm being as authentic, and I'm in the I/Thou as best I can be, which includes sometimes saying to clients ... I'm thinking of a particular client right now, saying, "You know what? I may be an MCC, but I have not got a clue what to do right now. I'm lost."

Alison Whitmire: Yeah. What does that free up?

Sam Magill: Well, in that particular case, it freed this client up ... We hung out in this splendid silence for a long time, and all of a sudden, he started sharing what I think was the authentic stuff.

Alison Whitmire: Wow, maybe he was mirroring you, almost.

Sam Magill: Maybe so.

Alison Whitmire: Yeah. Yeah, I have to say that when I get in my own way as a coach, it's oftentimes because I feel like I need to be doing something.

Sam Magill: Yeah.

Alison Whitmire: Like I need to be working harder at it, in the moment with the client.

Sam Magill: Yeah.

Alison Whitmire: Yeah. The poll, "How do you reflect on the quality of your coaching?" We can see ... Boy, it sounds like most everybody, 80%, really thinks about it. They might not write it down, they might not journal, but it's in their brain. 27% journal. 60% with a peer. Great. Oh, and 27% with a coaching supervisor. Awesome.

Alison Whitmire: I love that ... with their clients! That's super. So the half of the group that doesn't do it with their clients ... You do, Sam. What does that reflecting on the coaching and the coach look like?

Sam Magill: I find it scary to reflect on the quality of my coaching with my clients. I do.

Alison Whitmire: Totally.

Sam Magill: I get sweaty palms. Oh. I had a coaching relationship that kind of blew up, and I still feel bad about it. Hang on a second. We did reflect a little bit together. In that reflection it became clear we could not work together. That, I mean, it still bothers me. I'm supposed to be more clever than that. Well, I wasn't. It was probably good, it was a case where psychotherapy and some real serious recovery from trauma was appropriate. I don't believe coaching was possible.

Sam Magill: Sorry to go off on that. It's just where my-

Alison Whitmire: No, I appreciate your-

Sam Magill: ... my heart went.

Alison Whitmire: ... willingness to ... yeah.

Sam Magill: But reflecting with clients is so cool, if we can get there. I know it requires vulnerability on both, because oftentimes our clients hold us in a high position and a high regard. They, in some way, clients project perfection on us. They want us to know more. To be more capable. To be more grounded. Whatever it might be in their version of "I want you to help me, Coach."

Sam Magill: For them to say, "Well, Coach, that question you asked really freaked me out." Or "Man, this session didn't go well." But isn't it just so rich if we can establish that degree of rapport with the client. Honesty, I'm going to say always, honesty always elevates the quality of the coaching. Yeah. Kind of a tricky word.

Alison Whitmire: Yeah. Corrie, what questions, comments are we getting?

Corrie Weikle: We just got one from Heidi Harris. "What kind of process does Sam walk through to do reflections with a client? How might that look different from asking for feedback?" Great question.

Sam Magill: Okay. I need to understand the question a little bit better. What kind of ... Read it again, please, Corrie?

Corrie Weikle: Yeah. "What kind of process do you go through ... or walk through ... to do reflections with the client? And how are reflections different from feedback?"

Sam Magill: Okay. Okay. I got it. I think. Who's that from?

Corrie Weikle: It's from Heidi.

Sam Magill: Heidi. Thank you, Heidi. Let's see if this is helpful. I might sit down with a client at a given moment ... Now, I'm thinking of a particular executive in a health care setting ... and say, "Could we stop and talk about how this is going, Client? Because the reason that [inaudible 00:46:52] that up is, I'm actually not sure it's going very well, and I want to do a good job for you. Could we talk about that?"

Sam Magill: I try to phrase it as an invitation to ... Yeah, to explore together. I think that's the key, Heidi. If I was to ... Boy, in that particular instance I'm thinking of, if I gave the client feedback, I'm afraid it might come out kind of snarky. Which is never very useful.

Alison Whitmire: No.

Sam Magill: Feedback to the client, "You're not stepping up, and you're not doing your work." Well, ultimately, it was because we had what were completely wrong coaching objectives. We accepted coaching objectives given by the head of HR, and they were not my client's objectives.

Alison Whitmire: Yeah, yeah. You know what comes up for me about that question, Sam, and I'd love to say that I do this regularly. I don't. Maybe I'll start. Is the question of "What are you observing about our coaching?"

Sam Magill: Yes, of course. Yep. Yep.

Alison Whitmire: "What are you observing about this work we're doing?" That's just a super simple way to invite the client's reflection. And then it's not about you, it's not about me, it's not about ... It's super wide open.

Sam Magill: I was working with a man from a very different background, a very different culture, different language, different ethnicity, et cetera, et cetera. Super brilliant researcher. After using the EQ Profile ... Yeah. Some stuff came up about how given his personhood, expressing anger or accepting the usefulness of anger ... He was saying, "If I ever expressed anger, there would be very negative consequences for me, because of who I am." [inaudible 00:49:05].

Sam Magill: Then I'm practically crying, and I said, "You and I are pretty different, Client. Let's talk about how we are together."

Alison Whitmire: Wow.

Sam Magill: Boy, have we gone miles, and miles, and miles because of that.

Alison Whitmire: Wow. Wow, that's even ... Yeah, "Let's talk about who we are together." Wow! Yeah. Love that. Thank you.

Alison Whitmire: What else is coming up, Corrie?

Corrie Weikle: Frances said, "Isn't building time to reflect on the coaching, and whether or not it's on track part of what a coach needs to do collaborating the coaching agreement?"

Sam Magill: Oh, gosh yes.

Alison Whitmire: Yeah, and to calibrate the coaching agreement. Yeah.

Sam Magill: To calibrate. Calibrate. Calibrate [crosstalk 00:49:51]-

Corrie Weikle: Sorry. Calibrate. I didn't see that. Yeah. No worries.

Sam Magill: We recontract all the time.

Alison Whitmire: [Inaudible 00:49:56] now.

Sam Magill: Just, I'll slip in a comment about coaching agreements. An awful lot of emphasis gets placed on making sure we've got the right coaching objectives, that that

becomes the coaching agreement. But a second part, which in some circles is called psychological contracting, means that the relationship, the psychology, the "who we are together in this moment ... How do we be together?" That's another level, I think ... Well, more profound, equally important to what the coaching agreement, that kind of coaching objective stuff is.

Alison Whitmire: Mm-hmm (affirmative). Mm-hmm (affirmative). Mm-hmm (affirmative). Okay. [inaudible 00:50:42].

Alison Whitmire: How do you [inaudible 00:50:56] what's in the client, and what's in the field? Yeah.

Sam Magill: This begins to move into the realm of what's referred to as coaching supervision. I'm aware that in the U.S., in particular, there's been a lot of resistance to the notion of coaching supervision, because it flows out of psychotherapy and clinical supervision. Is that right?

Alison Whitmire: Yeah, so [inaudible 00:51:34]. Before we go, let's do the last poll, Corrie. Let's see, because my first question to you was like, "What the heck is coaching supervision?" But let's find out from people who are here, how you want to answer that question.

Alison Whitmire: Okay. Let me just get our poll. It looks like it's pretty mixed. Yeah, although ... You can see, there's some people really, really familiar with coaching supervision here.

Sam Magill: Awesome! Wow.

Alison Whitmire: Okay. And some not so familiar. So with that, what the heck is coaching supervision?

Sam Magill: Okay. Supervision is a disciplined process of reflecting on our work, and on who we are, and on the relationships ... the relational dynamics that are occurring between the coach and the client. Yeah.

Alison Whitmire: Yeah.

Sam Magill: I wrote a definition of it myself a few years ago, which, of course it's metaphoric, given who I am.

Alison Whitmire: The poet!

Sam Magill: Yeah. I'll just read it, if that's okay, Alison.

Alison Whitmire: Of course.



Sam Magill: "As coaches, we are regularly immersed in the world of our clients. We are called to be fully present and connected in such profound ways that we can evoke questions in ourselves and in our clients that have only crouched beneath the surface of their lives, our lives. Whether we're new to coaching or have been at it for a very long time, it is natural, in a sense, to fall asleep to the effects of these connections. To the intentional practice of being present.

Sam Magill: "Supervision of coaching is like climbing up in a tall tree, or standing on a hilltop overlooking the sea and the landscape around us. It is also like polishing a mirror that has become fogged with activity. It is also like revisiting our truest self, from which our best coaching emerges. Unlike coaching for performance, or to build a new strategy, or coaching for a new life, coaching supervision has no intention of going anywhere. On the contrary, it is about the coach coming home and turning on the lights again, rather than bumping around in the dark for concrete results expected by our clients."

Alison Whitmire: Thank you so much for that. What really spoke to me in what you said was this idea of my finding my truest self, as a coach.

Sam Magill: Yeah, yeah. It's back to the I/Thou, my truest self. It's taking the time. We're human beings, and we mustn't ever forget that, first of all, we're human beings, then we're coaches. It's just human nature. It's about tidying ourselves up on a regular basis. And not just ourselves. I was supervising a woman in the UK, about a week ago. She was involved in very complex relationships. I said, "I've got a different perspective on this." I said, "I'm hovering around in a helicopter looking down at you."

Sam Magill: It was so wonderful, she said, "Cool, man. I wish I was in the helicopter." I said, "Wait a minute. I'll come down and get you." And I went ... She she said, "Oh, okay." I went pah-pah-pah-pah-pah. "Now we're both in the helicopter." "Great!" "What do you see now? What do you see?"

Alison Whitmire: [inaudible 00:56:01] metaphorical and [inaudible 00:56:07].

Sam Magill: [inaudible 00:56:07]. We could still see her down on the ground [inaudible 00:56:11]. She said, "Oh, my gosh. I never saw that before."

Alison Whitmire: Wow. That's beautiful. You were starting to talk to this ... I don't know if "taint" is too strong a word. The "image?" I don't know. That coaching supervision has in the U.S., maybe because of its origin. Do you want to speak to that?

Sam Magill: This may now be very over-generalized, and I need to update myself. Coaching came more out of a non-clinical application of psychological thinking and methods. For example, transactional analysis, which is the analysis of human interactions, is okay. At least 15 years ago, a few practitioners on the leading edge of coaching, who had been psychotherapists, said, "You know, that reflective stuff we did in supervision may have an application in coaching." They

began adjusting the language a little bit, and focused really on developmental coaching, and on ethics, boundaries, and so on, and started writing about the application of supervision to coaching. Through a series of events, I encountered that while I was in France for an extended period, and I said, "Oh, this is really cool." I looked it up, and found the Coaching Supervision Academy.

Sam Magill: In the U.S., here, there were pretty firm lines [inaudible 00:58:30] one person who was at the beginning in the U.S. said, "No, there's a brick wall between therapy and coaching." [inaudible 00:58:43]. Supervision was seen as part of that other world. Yeah. That's changing a bit.

Alison Whitmire: Yeah. Yeah, well what I appreciate about that is, well, one of the reasons I became a coach is I never wanted a supervisor again. "Supervisor" sounds like somebody I don't want to have. However, this idea of having someone help me find my true self [inaudible 00:59:10], seem more of who I am when I'm at my best, and maybe not. That's super helpful.

Sam Magill: I just saw a survey a couple days ago. It was a group of people in psychotherapy training in the U.S. As a class, they did a reflection piece on their experience of supervision. It was very common for them to say, "Oh, my gosh. It was awful! I hated it!"

Alison Whitmire: Oh, mm-hmm (affirmative).

Sam Magill: And they said, "But let's look at the good supervision is." They began identifying some principles that are very consistent with what I've learned. I'm not a therapist. But what I've learned at the Coaching Supervision Academy and other schools within the UK, and what I teach in the programs here. Yeah. That was really encouraging that they said, "Yeah, we've had bad experiences." Because some psychotherapists have been badly trained as supervisors. It becomes very critical and picky. Well, I don't do evaluation of my clients who are coaches. I'm not there to evaluate them. I'm there to help them see themselves and their situation more clearly. It's a very, very collaborative thing.

Alison Whitmire: Yeah. Okay, let's go to Corrie. More questions, comments, anything before we do a demonstration here?

Corrie Weikle: Alison, I apologize, my internet's being a little iffy, so feel free to pop up if I cut out.

Alison Whitmire: Okay.

Corrie Weikle: We had a question from Mike. A great question for you, Sam, about when you initially said that example of the coach that reacted strongly to you giving him feedback, at the very beginning.

Sam Magill: Yeah.

Corrie Weikle: The question is, "When you are experiencing these type of reactions yourself during coaching, your own strong reactions, how do you work through these moments to determine whether the strength of your reaction is rooted in clarity or avoidance? Has your EQ Profile been helpful in doing this?"

Sam Magill: Oh, boy. You didn't tell me this was going to be so self-revealing, Alison.

Alison Whitmire: Sorry. I should tell everybody that ... whoever works with me. We're just going to go there!

Sam Magill: I wouldn't, but ... I'm just kidding. Okay. [inaudible 01:01:36] particular case, the client had been told he was going to have a coach, and he was on what was referred to as a "last-chance agreement" with the company that he worked for, that said, "If you don't change your domineering, intimidating behavior, you're out."

Sam Magill: What I noticed first, in my very first session, all of a sudden ... We're talking away. It's kind of friendly. I wanted to run out of the room. I just had this overwhelming sense of fear, which I've never experienced before. I shook myself, and I said, "What the hell's going on here?" In my mind ... it never left my mouth ... I said, and I'm so not qualified to say this, okay? This is all inside me. I said, "This guy has PTSD." The weird thing is, a minute later, he said, "And by the way, I do not have PTSD." But the examples he gave fit with everything I've ever heard about it. Of how things he had experienced. [inaudible 01:03:01] shit.

Sam Magill: So how does my EQ Profile help with that? Self-awareness, self-regulation, and eventually compassion, okay? Eventually compassion for this guy. He was really hurting, and he was so defended that I was not going to get close. We made some good attempts together.

Sam Magill: The other thing that I did, frankly ... was that Mike who said that? The other thing I did, Mike, was get to my coach supervisor as soon as possible, and in that case, my coach supervisor is a psychotherapist ... Was. I've changed to a new one now. I recounted what I just shared with you, and this guy said, "In fact, he does have PTSD." He's qualified to make that pronouncement.

Sam Magill: It became a question of establishing boundaries, and really clear objectives with this guy, and to monitor my own fear of being in his presence. [crosstalk 01:04:22].

Alison Whitmire: Yeah. So what-

Sam Magill: [crosstalk 01:04:25].

Alison Whitmire: Thank you, Sam. What comes up for me about that is, so ... I didn't hear you necessarily say that, but when we have a strong reaction like that, we can go to

our EQ Profile and say, "Do I tend to have that ... Do I tend to be fearful? Do I dial up fear in times of stress?" Or like, "Actually, no, that's not in my profile. So what's the transference I'm experiencing?" If I don't have this tendency, like, "Oh, this is what I do," then there's actually a good chance that it's not coming from me. It's a transference from the other.

Sam Magill: That's right.

Alison Whitmire: Yeah, so to me, that's how our EQ Profile can help us in any of those situations, is to know what our biases are, right? Where we tend to go. Because ideally, at the end, what our profile begins to help us understand is where we end, and the other person begins.

Sam Magill: That's correct. Absolutely. Absolutely. My E profile would be inclined more toward shame, I think, and my standards for myself have just not been met.

Alison Whitmire: Mm-hmm (affirmative). Mm-hmm (affirmative).

Sam Magill: Yeah. I wanted to get that checked out, and I was so reactive that I couldn't do a very good job by myself. It's in the supervision training that I have had these past nine years where I've learned what you just said, Alison. That when we experience a flood of some emotion, is it ours or is it actually coming from the client? That's been useful over, and over, and over again, to me.

Alison Whitmire: Right. Right. I think if we're going to do a supervision demonstration, we're going to want to move into that, so that we have adequate time. Here's the invitation to the audience. It says, "If there's anyone who'd like to explore how they're showing up in their coaching ... " And, by the way, what we'd like to do is bring you on camera, and mic you up, and have a real-time ... if you want ... a real-time coaching demonstration. If there's no one here who wants to, I'll raise my hand.

Alison Whitmire: What we invite everyone to do before we ask for a volunteer is to think back on a coaching session in the last month or so. It might be a coaching session where you felt stuck, or maybe you weren't sure where to go. Or just something didn't feel quite right about it. If you want to explore that, okay? Again, with the idea of you having a specific coaching session in mind.

Alison Whitmire: If you'd like to explore with Sam right now how who you are is how you coach, within that lens, we would love to have you join. If you're interested in volunteering, just type "Okay" in the chat box, and you can volunteer to be a real-time, right now, volunteer.

Alison Whitmire: While we give people a chance to think about that, Sam, and if we can't find someone who wants to do this, I'll volunteer-

Sam Magill: Okay.

Alison Whitmire: ... is why would someone want to do coaching supervision training?

Sam Magill: Yeah. [inaudible 01:08:23]. Now there are two trends. It tends to be coaches who are well on in their coaching careers, and who sometimes say ... Supervision has a slower pace than a lot of coaching does, because it's so reflective. Right? Those same people say, "I loved coaching. I love coaching. I want to help the profession be at its highest levels of performance. Yeah, this looks like a good way for me to make that kind of contribution."

Sam Magill: The other trend that I think is picking up is people who are responsible for groups of internal coaches, and that's starting to really show up. It has some additional training considerations that we'll provide, and there's good literature on that. Yeah.

Alison Whitmire: Mm-hmm (affirmative). Mm-hmm (affirmative). Okay, Corrie, do we have any volunteers?

Corrie Weikle: Not yet.

Alison Whitmire: Okay, then I'm going to volunteer then.

Corrie Weikle: Wait! There's-

Alison Whitmire: Oh, we've got Dennis. Yay! Dennis! Okay.

Corrie Weikle: Dennis.

Alison Whitmire: Okay, Dennis is coming through right now.

Corrie Weikle: I'm going to promote Dennis to a panelist. Give me one second.

Sam Magill: Okay.

Alison Whitmire: Okay, and then I'm going to leave it, Sam, if it's ... You're in good hands with Dennis, and Dennis is in good hands with you. I'm going to ... What am I going to do? I'm going to try to ... Oh, my God! Hi, Dennis! With your dog!

Dennis: Hi, how are you? Look. Look, look who I got?

Alison Whitmire: I love that!

Dennis: [crosstalk 01:10:07] me and my dog.

Alison Whitmire: How do I hide myself, Corrie? Oh, there it is. I got it.

Corrie Weikle: Perfect.

Alison Whitmire: Okay. All right.

Sam Magill: There we are. Dennis, hello.

Dennis: Hi, how are you?

Sam Magill: I'm doing great. Doing great.

Dennis: Good.

Sam Magill: Dennis, we have not a great deal of time, maybe 10, 15 minutes max to explore something, and-

Dennis: Yes.

Sam Magill: Just to connect with you, Dennis, what prompted you to volunteer for this?

Dennis: I was actually looking at notes from a session that I had with a client, as we were being asked to consider if we wanted to volunteer, and I thought, "Well, there is one that I've been thinking about." Then I thought I would just wait. Typical me. I would hang back and see if somebody else signed up. When Alison said no one did, I thought, "Oh, I want to play."

Sam Magill: Oh, great.

Dennis: It was really that spirit.

Sam Magill: Well, thank you so much for stepping forward, Dennis. As you think about this particular client, what are you curious about?

Dennis: This is a client who I ... The puppy's going down. This is a client I have worked with for a year. I typically don't work with clients for that long. I typically work with a client ... I set a fairly clear boundary around the coaching, so it doesn't go on and on.

Dennis: This is a client that loves our conversations. I love our time together. I mean, I look forward to our coaching conversations. He would like to continue. I'm not really sure where we're going. Then our last conversation, I found myself wanting to jump in and give the next phase of our relationship focus, and clarity, and goals. He didn't seem to want to do that. I was really uncomfortable with that. I felt like, "Well, this is more like a friendship." And maybe that was okay. So it's tough.

Sam Magill: Say just a tiny bit about the context that the client has been in, and is in.

Dennis: Sure. Do you mean like the actual setting of who the client is and ... sure.

Sam Magill: Yeah, a little bit.

Dennis: This client is an ex-pat who is working abroad for a large financial services firm, and has been assigned to a special project, has really struggled a lot with what's his role in the organization. At the same time, he's gone through some personal changes, started a new relationship, finished a graduate program, graduated top of his class in December in an international business program. Yeah, somebody who is very reflective, an Enneagram Four. And someone who is a former theology/divinity student.

Sam Magill: Oh, okay.

Dennis: This is somebody who is self-reflective, really interested in understanding himself, and how he's showing up in life and in relationships, and there you go. Help.

Sam Magill: You're smiling as you describe this client.

Dennis: I like him.

Sam Magill: You like him.

Dennis: I really like him.

Sam Magill: What do you like about him?

Dennis: There's an openness, a curiosity, a willingness to be vulnerable, a sense of humor, an openness to real probing questions, and a friendliness that has really developed. Yeah.

Sam Magill: Yeah. It's easy ... We don't know each other except for this moment, Dennis, but it's easy for me to feel that friendliness in our conversation. You like this guy. You've been working together. He's a good client.

Dennis: Great client.

Sam Magill: But there's something disturbing about the current, perhaps emergent relationship, or his request. What is that?

Dennis: For me, the question is where do we go from here? One of the things he said ... I was looking at my notes, and one of the things he said in our last conversation is "I'm wondering what's next. I feel like there's something next." He wanted to leave it there. I felt like I needed to give him some sort of guidance. This is me feeling like I then needed to step in and provide focus, so that we ... It felt like there was something I needed to do to help guide, and sharpen, and provide distinction and clarity to what he wanted to explore next.

Sam Magill: Mm-hmm (affirmative).

Dennis: I noticed I was uncomfortable letting it just feel like "Oh, well, we're going to linger on, and we'll find out what's next as we talk."

Sam Magill: Okay. Well, so ... I have two phrases that I want to invite you to complete, Dennis.

Dennis: Okay.

Sam Magill: We'll see if this is useful to you. As you complete the first phrase, don't tell me the completion.

Dennis: Okay.

Sam Magill: Don't tell me. In the second phrase, I will ask you to reveal how you completed it.

Sam Magill: The first phrase is ... I'll say it in the first-person. "What I would like to say to this client, but I haven't, is ... " And don't tell me. You got it?

Dennis: Mm-hmm (affirmative).

Sam Magill: "The reason I have not told him that is ... " And I want to know that part.

Dennis: Okay. The reason I have not told him that is I ... Gosh. I don't want the relationship to end, actually.

Sam Magill: Yeah. Hmm. I'm touched by that. Very much so. Yeah.

Dennis: Yeah. Oh.

Sam Magill: What's going on for you now, Dennis?

Dennis: Well, I had a real emotional response as I spoke that, and then as you responded. It was literally a physical sensation of feeling the warmth and the generosity, and some sadness about contemplating the prospect of that relationship coming to an end.

Sam Magill: Yeah.

Dennis: Yeah.

Sam Magill: It sounds like there's a contrast between two things you value. On the one hand, you value the relationship, and don't want it to end. And there's a professional part of you that's saying, "That's not quite how I do coaching relationships."



Dennis: Right.

Sam Magill: Yeah.

Dennis: That's right. It's drifted. It's not unprofessional, and it's not overly personal. At the same time it is ... You're right. It's not quite how I typically manage my presence and the services that I provide as a coach.

Sam Magill: Right.

Dennis: Yeah.

Sam Magill: In this very short conversation, Dennis, what other insight do you have that you may be able to take forward?

Dennis: Actually, I have this thought, and I'm going to reflect on it, is that that's a good conversation to have with him. Is to just talk about the quality of the relationship we have, and inquire about what that means to him, and see what we can learn by talking about the relationship that we have, which I haven't done explicitly.

Sam Magill: Mm-hmm (affirmative).

Dennis: Yeah. It'd be an inquiry.

Sam Magill: Yeah. Okay. Would that be an okay place for us to stop, Dennis?

Dennis: That's a great place to stop. Yeah. Thank you.

Sam Magill: Thank you so much.

Dennis: Yeah, that was actually very helpful. Thanks, Sam.

Sam Magill: I'm glad. Thanks, Dennis.

Dennis: Yeah, thank you.

Alison Whitmire: Thank you, Dennis. That was awesome.

Dennis: Yeah. Thank you.

Alison Whitmire: Appreciate it. Okay, so-

Dennis: You're welcome.

Alison Whitmire: We have a question in the question box, and Corrie, are you going to help Dennis move to what's next?

Corrie Weikle: I'm moving him.

Alison Whitmire: Okay. We have a question from Frances about "Clarify the distinction between mentor coaching and coaching supervision."

Sam Magill: Yeah. I appreciate the question, and thanks again, Dennis. It was really good of you to engage, and thanks for entrusting-

Alison Whitmire: [crosstalk 01:20:07] I love that Dennis person.

Sam Magill: Yeah, this is a very important question that Frances is bringing up. The ICF distinction, which not everyone agrees with, is that mentor coaching is very much focused on specifically explicitly improving coaching competence. There is a dimension of that in supervision, but in supervision, we're focusing on everything that's happening in the coaching space, which includes coaching competence and getting competent at doing coaching.

Sam Magill: The addition ... I rarely focus on how people do their coaching. Especially if I'm working with a very seasoned coach, like Dennis clearly is. They know how to do coaches. In a sense, I'm asking myself, "What's preventing them from using their best competence right now? I'm not here to teach them how to coach. What's in the way?"

Sam Magill: What Dennis and I just explored together was the drift of the relationship. His desire ... There's a part of him that said, "I don't want the relationship to end, because I really like this guy. Oh, wait a minute. I have another value conflict over here that said, 'Wait a minute. That's not a good idea'." In supervision, we're looking at relationship dynamics. We're looking at blind spots. We're looking at a whole system that surrounds the coach, the organization, [inaudible 01:22:11], so on and so on.

Sam Magill: Even touching on the context there, with Dennis, about the client, there's so much to look at the context of that particular ex-pat. I could say, "What is that person looking for in relationships?" And blahblahblah. All of that kind of stuff gets scooped up, and the psychological components of ego-state, of transference, of counter-transference all how the coach could be trapped in some sort of a drama triangle of dependency, or rescuing ... all of that kind of stuff.

Alison Whitmire: Mm-hmm (affirmative). Mm-hmm (affirmative). [inaudible 01:23:02] the distinction now, even more then ever, right? You say mentor coaching is like "How do you become better at the competency of coaching?" What I got is like it's almost like ... what I took what you said is you're doing for ... Coaching supervision, what you're doing for coaches is hopefully what we do for our clients.

Sam Magill: Yes.

Alison Whitmire: Is "How do we help them get out of their own way?"

Sam Magill: Yeah.

Alison Whitmire: So they can be better at whatever they do. It's just this is concentrated on coaching. How do we help you see how you might be getting in your own way, or your judgments, or your biases, or your blind spots, so you can be a better coach? Is that even close?

Sam Magill: Yes. Definitely. There was a comment that flashed up on the screen. I didn't see the person's name. "It sounded like you were coaching Dennis." There are lots of overlaps. There are objectives. What are you curious about? There are hopefully asking good questions. There are sharing reflections. There are a lot of ... If I wasn't an experienced coach, I don't think I could do coaching supervision.

Alison Whitmire: Mm-hmm (affirmative).

Sam Magill: One of the distinctions, when I'm actually coaching somebody, I don't use psychological frames, and I didn't. Not that I know of. But I was looking at relationships and transference. What could this client possibly be projecting onto his desire for a close relationship? A friendship? I've been an ex-pat. It happens. And reflection on coaching, and specifically, "Who am I in coaching?" Maybe we could say it's a very special case.

Alison Whitmire: Mm-hmm (affirmative). Mm-hmm (affirmative). Well, we're going to then need to pretty much leave it there, I believe. A few things here. Corrie, any final things we ought to do before we wrap up?

Corrie Weikle: Nope. I think we're good.

Alison Whitmire: Okay. Thank you, Sam, so much for being with us today. Another big thank you to Dennis. A few things. Everyone will get a recording of this. Information will go out about the recording. If you want to register for the blog that I write, if you're interested in signing up for a blog I write on topics about coaches, and coaching, and all about how to thrive as a coach, Corrie is putting in the link right now, if you want to register for our blog. That's right there.

Alison Whitmire: Oh, you've heard of talk in this podinar today, about the EQ Profile. If you're unfamiliar with the EQ Profile and how it can help you see who you are as a coach, you can find the information on the EQ Profile in the chat box, right there. Corrie just put it in.

Alison Whitmire: May the fourth, 8:00 to 9:30, is our next podinar. It's going to be with Dave Buck. He's the CEO of Coachville. It's going to be about playing to win. We'll be sending you more information about that. Oh, and we promised you more resources. If you're interested in coaching supervision, here's a whole heck of a bunch of resources where you can read up more on coaching supervision. If

you're interested in pursuing it, you could certainly contact Sam, and look into these organizations, as well.

Alison Whitmire: We'll be sending this out, a resource deck, along with the recording. You'll get this slide, as well as a survey asking how we did. Thank you all so much for giving us questions in advance. It helps us shape the podinar together. What else, Corrie?

Corrie Weikle: That's just about it. I think you've covered everything.

Alison Whitmire: Okay. Thank you, Corrie, so much for your help. Thank you, Sam. Thank you, Dennis. Thank you, everyone, for tuning in. Until next time, keep on coaching.

Corrie Weikle: Thanks, guys.

Alison Whitmire: Bye.