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Client (00:01): Totally.

Coach (00:03): Okay, great. Super. Well, thank you for, again, allowing me to record the session, Tara. I know that its uhm, we forgot about it last time, so hopefully that won' happen again this time, but. No, no, we forgot that it was even going on because it was behind the scenes. But the purpose, as I said last time is because I'm going for my credentialing and I'll be submitting this. And it is confidential, completely confidential between you and I and my mentor coach and the International Coaching Federation. So thank you for allowing it.

Client (00:43): My pleasure.

Coach (00:45): Good. Well, we met last time we met, I think, what about three weeks ago. You had a few action steps that you were excited about. And I was just curious, wondering if you had an opportunity to do anything with that? And if so, if you'd like to talk about it or if you'd like to move directly into your coaching topic?

Client (01:10): Yeah. Well, my coaching topic for today is basically a continuation of what we worked on last week. So I think it would be helpful for me to recap where we left that off um. Um, I think I had shared with you that they're doing our organizational restructuring at my work, and there's a museum here, and uhm, there was talk of having the museum report through the library. And this museum is very under resources, yet another person just quit. I found out they're just bleeding staff. It's kind of a mess. And the whole like reason that I was told for giving it to me is because, well, it is a model like this having libraries and museums together but. There was a lot of emphasis on we need to get something off my colleague's plate. And so that rubbed me wrong a little bit like. Especially when it's a male with power. I'm you know, there's a power dynamic there.

(02:17): So I was really, so I had some concerns. So um, I was trying to figure out how to talk about this with my boss, my provost, in a way that shows I can able to share my concerns, but without coming across as a complainer or not a team player. And so I did have my meeting with him and you know he was very forthcoming about what he sees as the future of that museum and I thought that was very helpful um. Though he did bring up, we need to get something off John Sue's plate, I've accepted that that's their driver for this. But yeah, I had a good conversation and I was feeling more like, yes, it would be more work for me, but I feel like I could really do something with the museum and make it the best it can be given the lack of institutional support that it has. So, which brings me to my topic for this week, if I might. Yeah.

Coach (03:28): Yeah, no, definitely. I just wanted to make sure what I heard. So you said that you had a productive conversation with the provost, and that sounds like he was more forthcoming. I was curious about if there were any strategies that you used or things that you were focused on practicing to help influence him?

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Client (03:59): Yes. So I used, my approach was very um ah. There's a phrase you use where you ask questions that seem very sort of gentle, but kind of take you in a direction. What do you call that?

Coach (04:15): Uh Coaching? No, I'm kidding. No. Or is it staying curious? Is that what you're thinking?

Client (04:20): Staying curious. That's what it's, yeah.

Coach (04:23): Okay. Okay.

Client (04:25): Coaching my provost. Why not? Um,

Coach (04:28): Exactly.

Client (04:29): Uh. So yes, I didn't ask, or sorry, I didn't honestly make a lot of declarative statements. It was more of that curiosity and asking the questions, and it really helped me to understand it worked. It worked very nicely for what I wanted out of that meeting.

Coach (04:51): And when you say it worked very nicely, how do you even know that?

Client (04:54): Because I left with the information that I needed and wanted. Because this museum is just a sinking ship and what's the future of it. There's so much up in the air. How can I be successful if this transition were to happen. And I was able to use that curiosity approach to finding out what is the provost vision for this. And how does it align with the direction it's going. And actually, yeah it's not good, there needs to be more alignment with that. So that was extremely helpful. So I feel like now when I go into these conversations, I'm more equipped. I have that knowledge.

Coach (05:43): And when you just said that, Tara, you sounded very confident, in how you said that. You did. You sounded there needs to be more alignment and it needs to be in alignment with the vision, and now I know what I need to do.

Client (05:58): Yeah. Well, there might be a little backslide coming so [laughed]. So um, so I had my meeting, that was shortly after we had our last meeting. So then I had my follow-up my monthly meeting with the provost earlier this week. And so I said, Hey, any updates on that situation? And um he's like, nothing's been decided yet but um you know really the only part of this restructuring that would impact you, the library would be if the museum reported through you. And I was talking to John Sue, who's currently, it reports to who they need to lighten his load, but his reputation is that he takes on things and does not want to give a single thing up. That's his reputation. And so Kimo says, well, it would be a multi-year transition. And I did not keep a poker face. I was like, what? Well, they're hiring a new director, and so they'd want to get that person on boarded.

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(07:15): And this like whole side note, multi-year transition. That is so John Sue, that is so him, he was channeling through Kimo's body. So I'm like, okay. But at the same time I'm thinking, well, if they're hiring a new director, wouldn't it now be the time to pause that and maybe decide what that organizational structure it would be and have the library take the lead role in that?

(07:48) Now I did since then learn that um the current interim director is also leaving now. And everyone, she's very beloved and um she's great by all accounts so this is a big loss. So because she's leaving in May, they have to get an interim, a permanent director in before then so that they can get them in and onboarded. So does that, now I'm like, okay, I can see why you need to get someone in now. And now is not the time, or perhaps not even at the end of the semester, let get acclimated.

(08:29) But I keep a multi-year transition. That's ridiculous. And I will be honest, I kind of was taking it a little bit personally, and I typically, that's just not my personality. Usually there's things that I should take personally that I don't sometimes. [laughed] So it was just really, so I like it's because executive, I don't have enough good executive presence and they don't think I can do it. They just don't see me as someone who could take that on. And so this was the self-talk that I was doing.

(09:11): Um. And then I said to 'em like, well, I'm like, what, just like rip the band aid off. What's this multi, they have six staff people. What you have that look on your face?

Coach (09:25): No. So what I was unclear about is when you're talking through this and you said, just rip the band aid off, was that something you actually said?

Client (09:34): No way. I would never say that.

Coach (09:37): Okay. I didn't think so. It didn't sound consistent, but I just wanted to make sure.

Client (09:43): I feel like that would not have added to my desire for executive presence. But who knows, maybe choose your moments. Um no, this is just all in my head. And then Kimo says, well, it doesn't really matter when the transition takes place because it doesn't save us any money to have the. It's about lightning, his workload, it doesn't save us money. So in the moment, I'm like, okay. So then I left and I was thinking about it, and it's like the provost is so data-driven and dollar driven like by necessity in many ways. It's like, yeah, that might, right? It might not save money, but what about the work morale of the library staff and the museum staff? Where does that come into play and what would be best for the museum and what would make the most sense for them. And us too. So I felt like that was a big piece that was missing here. But at the same time, in terms of if you were to ask me what would I want the outcome to be, I don't know. Because on the one hand, I feel like I can show you I can do this and I can do it really well, and I think it would be even better for the museum to report through the library. We have so much overlap and it's a good fit.

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(11:04): Um. So yeah. On the other hand, I'm really torn. I really don't need more stuff to do. It would be a huge thing to take on. And um they're a mess right now. They're defunded, they're down staff. Maybe John Zu can get that all in a better place before we do the transition, which would, well, that probably sounds like the better, as I'm saying it out loud,

Coach (11:33): As you say it out loud,

Client (11:36): I was like, I don't know what I want. Maybe that is what I want, but I want them that to be why. I don't want it to be because they don't think I can do it, which I don't know what they think if that's a factor or not, but that's just I'm feeling.

Coach (11:55): So the, Yeah. So you're feeling the story that is running through your head is that they want to lighten John's load and you can just catch this museum and be the leader because you won't push back on it. You'll take it and keep taking it. I don't know, is that what I'm hearing?

Client (12:19): That was kind of how I felt last time, but this time I feel I've kind of come to terms with the idea of taking it. So trying to separate from whatever the intention for it was kind of seeing this could be really good. I mean, not really. It could be fine, it could be good to fine to good. But now there's a little bit of backing off like oh, a multi-year transition so. It's like, well, what's up with that? You don't think I can do it?

Coach (12:58): Got it. Okay. Okay. So the fact that he's shifted to we need a multi-year transition, what you're hearing is it'll take longer um to get it ready to hand it off to you um.

Coach (13:16) So this is all context in terms of what's gone on since last time, and I wanted to get clear on what are you hoping, what is your primary focus for today? What would you most like to get from our session, today?

Client (13:33): Well, I wanted to work through what do I want the outcome to be from this scenario? Do I want them to give me the museum now? Or do I want them to wait until to have this multi-year transition um? And so that's part of what I would like to figure out today.

Coach (14:00): Great. So, so you really want to get clear on what is the outcome you want related to the museum. Do you, do you most want to fight for it to take it now or to go along with that multi-year transition. Okay, good.

Coach (14:14) And if that's your focus for today, what is one thing, how will you're successful? What would you like to walk away with today?

Client (14:27): I would like to walk away with um some resolution or at peace-ness with understanding what it is that I want to get out of this and how I can most effectively make that happen. What I can do to lead me towards that.

Coach (14:48): And when you say at peace-ness, what does that mean to you?

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Client (14:51): I don't think that's a word. Sorry about that. Like, just um. Because I'm going back in my head like, oh, do I want this? Don't I want this? When do I want it? What would be the best? Uh, just having settling my mind and having a decision about. Or it's not so black and white. This is the thing I want, but feeling more, just more clarity for myself on the situation, of what I might want.

Coach (15:24): Excellent. So, clarity in your mind about the situation. Do you want it now or do you want to have a transition multi-year? [Right] Okay. Super.

Coach (15:37) So I have a sense for this, you started to share this, but I'm going to ask, what is important to you about getting clear on the outcome that you want for the museum?

Client (15:55): Um, what is important about it is because I feel like that's the first step to get to my next step, which is determining a strategy to get me on the path towards my desired outcome, regarding the museum. But I have to figure it out what I want first. Did that answer? No?

Coach (16:19): Yeah. So in order to figure out what you want and get clarity, you have to figure out do you want it now or do you want it to delay it. Yep. Yep. That makes sense. Good.

Client (16:31): And another side note, I'm actually meeting with John Sue tomorrow morning. We have regular meetings and we have a very good collegial relationship. He's just not very forthcoming and direct. So I'll also be thinking about what I would like that conversation to look like.

Coach (16:51): You'll be thinking about that after today? Or that's a secondary coaching topic? Is that what you're thinking?

Client (16:58): It's all together. It's after today. It's the same part of the same.

Coach (17:02): Got it. Okay. Good. Okay, super. Where would you like to start on this topic, Tara?

Client (17:11): I can work through, is it [clears throat] does it make sense for the museum to be part of my portfolio now? Or does it make sense to do this multi-year transition?

Coach (17:30): Great. So maybe starting with, which one would you like to start - with the now or the multi-year transition?

Client (17:44): Now maybe. Well, I just want to also, I think what's really underlying this is the multi, not a multi-year, but I think I could see waiting a year, a year actually. I think that's what I would want, because I think my problem with the multi-year, even though it might make more sense, sense and be actually much more manageable for me than doing it, if we were to do it next month, I felt a little insulted, but I want to prove them wrong.

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Coach (18:23): I heard that. I heard that um, there was some, anger is too strong of a word, [Mhm] but you felt a little bit less than respected by how it was positioned.

Client (18:39): Yeah. Yeah.

Coach (18:43): So you just said that you wanted, you think a year sounds like that that was an insight that you just had, a year feels pretty good. What about a year, what about a year would work for you?

Client (18:54): Well, because it would give time to get the new person onboarded and get a handle on what needs to be done with the museum, like kind of where they fit in that organization and where they get onboarded basically. And it could be a joint thing between me and John Sue during that interim period with the understanding that there is going to be a transition. Um, and I think that would be beneficial to the museum. I think it would be beneficial to me and the library as well. Kind of get all the ducks in a row kind of thing as much as we can.

Coach (19:36): And what are some of those benefits to you?

Client (19:40): Well, if that person is on-, if John Sue is onboarding this person and getting them settled, like I don't know all the stuff that's going on over there, so I really would not be very effective in doing that for them. I would be a supportive person that they could learn about the greater context of the campus, but like he really needs, I think now that I'm thinking this through, he needs to be the person who's there to onboard them.

Coach (20:10): What, what leads you to say that with such confidence? It sounds like you have some knowledge about what he could bring?

Client (20:19): Well, yeah, just because he's the person that they've been reporting to. Like I've never seen their budget. I have never seen their strategic plan. There's just so much information I don't have like really basic. So yeah, it makes more sense for him to onboard the person. I feel a little better about that. [client laughing]

Coach (20:43): And it sounds like it would ease your load a bit too.

Client (20:48): Yeah, it would be a nightmare. I don't know why. Just, yeah, it wouldn't be good for anyone. I don't have time to do that. [client laughing]

Coach (20:57): How does that feel when you envision John doing the onboarding and you catching it after a year?

Client (21:06): Um, I think if we are, John and I are collaborative during that transitional period, I think that could work very well. It's just it was the multi-year seems a little excessive um. And so actually this is so helpful because I'm meeting with him tomorrow and I fear that if we weren't having this session today, I just would've been like, John, what's up with this multi-year

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transition? And if you know him, that's not a good way to approach him. Or anyone. [client laughing]

Coach (21:46): Hmm. Yah. So let's stay on the one year transition. If you were to approach John with that as opposed to the multi-year, what would be a good executive presence way to approach him?

Client (22:00): Yeah. Yeah. Could I actually practice it kind of thing?

Coach (22:06): Absolutely. That'd be great. Mhm.

Client (22:09): Uh, so I'd be like, oh, John, I had a meeting with the provost yesterday and he had mentioned that you were talking about you know a scenario where the museum would report through the library, and he mentioned a multi-year transition. So I'm curious to know more like what your thinking is behind that? And then he'll tell me a whole bunch of stuff and I'll say, huh, do you think could work? What do you think about you bring in this person, get them onboarded, and then we like take collaboratively, I don't know what the word would be, but like. I don't want to say I would shadow you because that's just too power. If together, we work on the transition plan. Um, you know involving the director so that I get a chance to know them and their vision um as well as yours and where we've been and where we're going, and like together we could really make this transition a positive thing. What do you think of that? Like would something along those lines work?

Coach (23:18): Definitely staying curious with the open-ended questions and pitching it to him in a, in a way. In your experience working with John, is he receptive to? Would he be receptive to that approach? Is there anything in your. So I'm going to just stop right there. Would he be receptive to that approach?

Client (23:47): My prediction is what he'll come back with is, yeah, that actually sounds like a fantastic idea, but I'm very concerned about putting a burden on you. I know you're really busy as the dean of libraries, and I know all of our time is valuable, and I don't want to put this on you. That's what he always, that's his go-to, which is true, I'm sure, but also a kind of way for him to continue to hold on to things. Is my interpretation.

Coach (24:21): Yeah, it almost sounds, can I offer just an observation? Yeah, it almost sounds like you said that that is kind of his go-to response, and I'm sure he's sincere, but it doesn't sound like you are sure he's sincere.

Client (24:38): I think he can be sincere, but also have other motivation at the same time. [client laughing]

Coach (24:48): Is there any other motivation that he might have that you need to be prepared for in this discussion?

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Client (24:55): Well um, the one that. I don't, this would never come up in this discussion, but what I would hate to have realized is that he doesn't think I could have the capacity or the ability to take it on, and that's his concern. And I'm just being maybe just a lack of self-confidence in the scenario. It might be just like that voice is just being a little louder than it needs to be. But maybe that is a possibility like. And I think the only way to disprove that, or it would be just by demonstrating. I don't know. That's probably not the case exactly, but it could be.

Coach (25:56): Yeah, and I can tell you just got quiet as you were saying that and kind of allowing yourself to say those words out loud. That, that's an underlying fear it sounds like.

Client (26:09): Yeah. Yeah. It is, I guess. I don't have enough executive presence really. This is a connection I'm making. I don't come across as executive enough, and so then people don't have respect or belief in my talents [00:26:30] and abilities,

Coach (26:34): And yet the provost is very comfortable saying that he would like you to lead the museum in addition to the library. So it sounds like he believes in your abilities.

Client (26:49): He's never said it like that. Um. I think he sees it as this administrative line on paper that, it just needs to report somewhere. It's sort his attitude um, which is not the greatest um because I would of course put my all into it and make it so much more than a reporting line. But um. Yeah, I don't think John Sue sees it that way. I think John Sue knows, of course, it's more than just a reporting line. There's much more to it um. But at the same time, I know he is stretched very thin and he has not been able to dedicate the time to it that I'm sure he would like to. Sorry, so, I'm getting us sidetracked here.

Coach (27:42): No, you I mean, you started by saying you were preparing to have this conversation with John about the one year transition and offering him trying to get at what motivation he might have. And then um the underlining, underlying fear came up.

Coach (28:06): You also brought up executive presence again, Tara. So in the meeting with John, are there, how do you want to be? How do you want to want to show up as the executive that you are?

Client (28:24): That's a good prompt for me because John Sue is super formal, but also I think he was a theater undergrad major, so he also has flair and drama and uses a lot of big words, but is yet very, like you don't really know John Sue. You just know the persona, John Sue. So sometimes as I get to know him more, I get more comfortable, but I do have historically felt a little nervous in his presence and my go-to when I'm nervous is to make these stupid little cracks and um don't do that tomorrow, Tara. Like I want to show up and not just being. Just focused on the conversation and not trying to alleviate my anxiety in ways that impact my communication. That.

Coach (29:20): Absolutely.

Client (29:22): Yeah.

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Coach (29:24): Well, and you started to say when you were role playing before, how you were, as I said, you sounded very confident. And you weren't being self-deprecating or making jokes when you were pitching that [Client: Do it. I can do it.]

Coach (29:39): Yeah. So maybe would it be helpful to think about what you don't want to do? And then shifting into how you will be the presence that you want to have?

Client (29:56): Yeah. That's. So what I don't want to do is I, well, I don't. Well I don't want to be my slouchy. I don't have confidence body language, which I very easily go into unless I think about it. Um, I don't want to self-deprecate, and I don't want to make jokes. It sounds so silly. [client laughing]

Coach (30:27): I mean, you've got three clear things there. So you don't want to be slouchy, translate, you want good posture. You don't want to make silly jokes, and you don't want to be self-deprecating. That sounds pretty clear to me. [Yeah] How does that feel when you say that out loud?

Client (30:46): I can do it. It feels like, on the one hand like ridiculous that this is really what I have to deal with, but um um, but very doable. Like I can do that. Especially if I'm aware you're helping me think through and be aware that's where I go to when I get in these situations, and I can choose not to do that. I can control it.

Coach (31:11): It is a choice, and you are very capable of controlling it. And you show up differently when you were just, right now you're sitting up straighter. Yep, yep. Okay. Okay. So that's what you don't want. And do we need, do you want to talk anymore about how you do want to show up?

Client (31:33): I think I'm good. I know how I want to show up. I want to, yeah, the opposite I'm good.

Coach (31:42): Right. Okay. So you talked about you know in the beginning you wanted to work through what is the outcome you want. And then you had this insight that it was one year. Do you also want to explore the multi-year transition to see if there's any possible uh value in that?

Client (32:00): Like right now?

Coach (32:01): Yes. Today, right. Do you want to explore that to think about, is there anything you're not thinking about?

Client (32:05): Yeah, just to be like completely, to not be close-minded about it. Maybe there is a benefit to it. I just can't really think of what that would be. Um, but maybe there is, maybe. I don't know. A multi-year. I could see a year. What would be the benefit of that?

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Coach (32:25): Well what is multi year? Because when I hear, when you hear multi-year, what number comes to mind?

Client (32:31): Three. [client laughing]. But I don't know if that's what he means. It means more than one.

Coach (32:37): That is true. Yep.

Client (32:39): Maybe two. Maybe it means two years. [client giggles]

Coach (32:46): So do you want to explore two or three year? I mean, just for clarity's sake.

Client (32:53): Well, I think it's safe to start with two year, because I think whatever I say about the two year would be the same for the three year. Or I guess vice versa as well, but um.

Coach (33:05): Great. Okay, so if you were thinking about the two year transition, what is the upside of a two year transition for you?

Client (33:21): It allows me to put off this additional work. Actually, I just thought of something that could be beneficial. But John Sue doesn't know this [client laughs] So I'm hiring an associate dean and then I'll be hiring another associate dean. So that gives me time to actually get them onboarded in developing our own strategic plan. But it would be good to know if the museum was going to be part of that. But anyways um, it does give me time to do that. Although I do plan to complete the strategic plan by end of summer. Um because gives

Coach (34:05): [interjected] Gives you more time.

Client (34:06): It gives me more time to, I guess, be even more thoughtful about what that transition will look like. Um. Yeah. Maybe January would be, although they probably want to do it at the end of an academic year. Well, what if we you know, if at, we did it together for that transition year, that helps onboard me and like I said before, all of us as a team. And then he can um float away. I mean, that seems overkill, honestly but it would be fine.

Coach (34:57): It sounds like you're talking yourself into, you might be open to compromise. If you, if he's not open to a one year transition.

Client (35:08): Yeah, yeah. If I can just let go. If I can just focus on, this could be beneficial to me in some ways. Even though in the back of my head I'm like, this is sort of silly um. What's the harm, whatever.

Coach (35:25): When you say it's sort of silly, you mean it's silly to take this long for the transition?

Client (35:29): Yeah. I think unnecessary. It's unnecessary. Um, unless maybe tomorrow I'm going to go into it open, like maybe tomorrow he will share some things with me that I don't know,

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because really everything I know is through the provost, which is very distance from the work that happens there. Um, there might be things I don't know, and maybe there will be reasons that makes sense for it to be a multi-year transition. That aren't just that fear of, because he doesn't think I can do it, so he's putting it off or he wants to have complete control and is putting it off. Like that's my interpretation, but I could be wrong.

Coach (36:12): Hmm. So keeping an open mind is, is an important step.

Coach (36:18): You said that it seems so unnecessary, which feels like it ties back to perhaps his judgment of your ability to do it.

Client (36:30): Yeah. Yeah. And thinking about the perspective from the library staff and the museum staff like that's what I want to know too. That's an important piece of this. What would be best, especially for the museum, what would be best for them? If there's like. Would it be better from their perspective to we know this is happening, it's started, let's just do it? Or do they need that transition time for some reason, and I don't want to assume anything. I would want to see if there was a way to work that out with them.

Coach (37:08): Yeah, that, that makes a lot of sense, Tara, in terms of looking at it through the lens of the staff. And especially having two new, a new dean, associate dean.

Client (37:22): Who knows, maybe I would have the museum report to the associate dean and not even directly to me. Yeah.

Coach (37:35): That sounds like a development opportunity, that someone can sink their teeth into. Yep. Yep.

Coach (37:47): Yeah. So how are you feeling right now? We've talked a bit about the one year and then the multi-year with a little longer transition. What's coming up for you?

Client (37:56): So when I came into this meeting, our session, I wanted, I was thinking I wanted to know what I wanted. Like what was the course of action that I wanted. And I'm leaving this feeling there's not just one, but thinking about what are the benefits of these different, the pros and cons, but what are the benefits of these different transition periods and sort of how each of those scenarios could work and be beneficial to all parties. Um, so yeah, I've really, yeah, my perspective has shifted. [Coach: That's excellent]. I have more that peace-ness or whatever.

[interrupted] Coach (38:44): Oh, I was going to specifically ask you about the peace-ness, Tara. And are you feeling at all? Do you feel anything different in I do your body?

Client (38:55): Yeah I do. I feel less tense. I feel more relaxed about it, and I feel more open. I feel less defensive and more open when thinking about my discussion with John Sue tomorrow.

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Coach (39:10): That's awesome. I'm happy you feel less tense and more open and you look you look more peaceful-ness, peaceable. No. Let's see how many different words we can come up with for peaceful. Um.

Coach (39:28): So we have a couple minutes left in our session. Is there anything else you want to explore around this topic before we move to close?

Client (39:36): I don't think so. I feel satisfied.

Coach (39:40): That's awesome. Okay um, so after today, I'm just going to ask what has really shifted for you? What is the um, from where you were when you first came in and where you are now?

Client (39:58): So I think a couple things. So like just even physically I've shifted. Like I felt tense and kind of about it. And I just feel more relaxed and more, I feel like I have more control over the situation. Not in a controlling way, but control able to control myself and how I can feel regardless of what the outcome is in a good way. Um. I came in with the jumbled, not sure what I wanted, what direction should I go? Is this personal? Isn't it personal? Um. I feel like I have more clarity about what the outcomes could be. And what those benefits of the outcomes will be. Okay. I feel like it will be okay. I've worked through it with you and thought about the different scenarios. Um, whether or not it's because they don't think I can do it, really. They probably don't even think about me enough to think that I couldn't. Do you know what I mean? That's in my head, right? It doesn't regardless, I do want to work on my executive presence and I know how I want to show up tomorrow, and that's what I can control.

Coach (41:19): That's awesome. Yeah, it sounded to me in that like you're feeling more powerful, you're feeling more in control. You're not letting others what they might be thinking or might not be thinking, get in the way of your ability to show up as a strong leader. Yep. Yep. Great.

Coach (42:48): Okay. Is there any support you need from me in terms of action steps or carrying this forward?

Client (41:56): No. I mean, at our next session, I would love to kind of deconstruct how it went. My meeting with John Sue, which I'm feeling positive about. I think it will go well.

Coach (42:12): Excellent. Definitely. I'll take a note on that note and then we can definitely revisit and deconstruct as you say how things went. And I'm confident that you are well prepared and will have a very productive conversation. Yep. Yep.

Coach (42:38): Is there anything else you want to say to close out our session?

Client (42:42): Just thank you. That was really helpful.

Ann coaching Tara transcript

Coach (42:45): You're very welcome. All right. Thanks again, Tara, for allowing me to record. I'm going to turn that off, right? No. You sure you.