

Transcript of The Upgraded Target Approach, by Carly Anderson, MCC

(00:01): Hello, this is Carly Anderson, and welcome to the Upgraded Target Approach. Have you ever thought: “I feel overwhelmed by trying to remember the ICF Core Competencies?” How do you easily remember and demonstrate all of the core competencies in one coaching session? Or have you ever thought: “Is it possible to go beyond a checklist mentality and simply integrate the core competencies without thinking about them?” Well, the answer is yes.

(00:34): And hopefully you'll find in the Upgraded Target Approach that it provides you with a simple skillful roadmap of how to navigate the updated ICF Core Competency Model, and be able to implement this immediately into your coaching to improve your coaching skills, no matter what your current coaching skill level is.

(00:56): The purpose of this is so that you can coach at a higher skill level with confidence that you know your coaching, to be a better service to your clients as a coach, and to prepare if you are in that position for an ICF credential exam, or for a coach training program, exam process that uses the ICF Core Competencies as their foundation, and have increased confidence in you as a coach. The more confident you feel in your coaching skills, my belief is you'll be of better service to your clients.

(01:31): My view of the ICF Core Competencies is based on quite a bit of experience now. To say that I'm coaching since 1998 still feels surreal to me. I've been a professionally trained coach since 1998, and ICF MCC credentialed coach, first of all PCC in 2001, there was no ACC back then, and then an MCC in 2004. And then I was invited to be an ICF assessor and I started out with ACC, PCC and then MCC training as well, and I learned so much. And I've now mentored many hundreds of clients and coaches toward their, particularly their MCC is my specialty, a lot of coach training programs do provide ACC and somewhat PCC mentoring within their ICF-approved programs. And I have about 80-plus coaches as that today that have passed their ICF MCC exam and many, many in progress toward that as well.

(02:37): I've been an approved provider of an ICF Core Competency CCE's program since 2013. And that includes 10 hours of mentor coaching that is approved by ICF within that program. I'm a contributor to the (INAUDIBLE: 02:54) training of the ICF portfolio path, particularly MCC and PCC assessors, the community of assessors, I have a passion for supporting professionalism and standards, and I seem to have found my place with the assessing community. I've contributed significantly to feedback writing for assessors. And I've been an ICF PCC markers trainer in the past couple of years, I was first trained in the PCC markers released in 2014, I was in the first cohort trained in those. And in 2019 and 2020 have been part of the ICF Core Competency update team as a subject matter expert for the core competencies. And the core team of 15, who have been part of the update of the PCC markers to align with those ICF Core Competency Model changes. And it was my honor to be part of that for about seven months during 2020. And they've now been released widely to everyone.

Transcript of The Upgraded Target Approach, by Carly Anderson, MCC

(04:02): And I'm a passionate supporter of mentoring coaches to be the best coaches they can be for their coaching clients, as well as their mentoring coaching clients, and as coach training providers. So, during this program, you will notice this pause button. And this is an opportunity just to let you know that I'm changing sections and you may want to stop the recording and come back at a later time. Or maybe you just want to take a break.

(04:31): The Upgraded Target Approach is about clarifying the ICF Core Competency Model, as it's called. And it's a jigsaw puzzle that I think has a path, and I want to simplify the core competencies, how do they weave together and how they flow in a coaching conversation in real life, in order to increase your coaching confidence in yourself coaching skills. And I keep reiterating coaching, coaching skills.

(05:06): The original core competencies were released in 1999. And really amazing that, I think for about 15 years, they've stood the test of time. And here they are, these 11 core competencies. In 2014, when the PCC markers were released, that provided a foundational knowledge that added to the core competencies by understanding what the behaviors are of a professional certified coach, the PCC skill level, and there were 47 markers that indicated behaviors of a coach. Really, that informed deeply the core competencies, and why we now have an updated Core Competency Model. From the original core competencies, I released in 2013 my version of what I call the Target Approach using an archery-type target, to understand how the ICF Core Competencies actually work. Rather than seeing them as a list, I'd hear coaches when I was mentoring them go through it as a list. And it's not a list that you can go through, because, um, I've got a piece of hair in my eye, just being human. And you need to know how to weave these together, so it doesn't sound like your check-listing, especially when you go for the ICF performance evaluation exam process.

(06:36): So, this was the original. And it's still valid for those coaches who have had it for quite a while. I did update it after the PCC markers came out in 2015. And now, da-dah! Late last year, in 2019, the updated Core Competency Model was released. And there are now eight core competencies. Nothing has been lost, some of the competencies have been mixed and replaced, placed in other places. And the whole of this presentation is really going to show you where those are and how to weave these together masterfully.

(07:17): On the right-hand side of this page, I'm showing you the original core competencies released in 1999. And on the left-hand side, I've added in how the updated core competencies map over. So, all of them map pretty clearly until you get down to number 6, 7, 8 of the current, or what I'm going to call the old core competencies: demonstrates ethical practice, was meeting ethical guidelines and professional standards. Embodies a coaching mindset has always been part of coaching presence for those of us who have been mentoring and training for many years. It's now split out into a separate competency. Establishes and maintains agreements was

Transcript of The Upgraded Target Approach, by Carly Anderson, MCC

establishing the coaching agreement. Cultivates trust and safety was establishing trust and intimacy with the client. Maintains presence is what you're doing every coaching session. Embodies a coaching mindset is what you do to prepare yourself to be the best coach you can be in every coaching session. So, maintains presence maps over to the old coaching presence. Listens actively was active listening. Evokes awareness is the new competency that incorporates powerful questioning, direct communication and creating awareness. That's because there's a recognition that each of these skills actually contribute in different ways depending on the type of coach you are. Some coaches are much more just question based. Others like to make observations and offer comments and intuitions. So, there's a recognition of a style change to between coaches. Evokes awareness, there are many ways to evoke awareness. And so that's why powerful questioning, direct communication and creating awareness are now in one core competency. Creating awareness from the old core competencies actually also maps over into facilitates client growth, as parts of it. And facilitates client growth is what designing actions, planning and goal-setting and managing progress and accountability now map over. Nothing has been lost. But there's been a lot of, I think, good things put into the sub-points of the updated Core Competency Model.

(09:46): I really debated whether I would put these two key concepts within the model itself that I will explain, and from feedback of some of the clients I ran my presentation by, this seems to be a better way to do it is to really give you these two key concepts that, for me, make a difference to the way you coach. They're evolutions of the way ICF has really used the Core Competency Model to bring forward these two concepts. So, I'm going to do a little bit of training, teaching to begin with on these key concepts, and then go into the Core Competency Model, based on how I see it in the Upgraded Target Approach.

(10:34): So, the two key concepts are the concept of partnering with your coaching client, and the other one is distinctions between coaching the who versus coaching the what.

(10:47): I'm going to start with the concept of partnering with your coaching client. The ICF definition of coaching is "coaching is partnering with clients in a thought provoking and creative process that inspires them to maximize their personal and professional potential." Partnering is a very key concept in the ICF. Some other people may call it collaboration. I view partnering as being shoulder to shoulder with your client, being alongside them, supporting them from that perspective. And it's not a hierarchical relationship. It's more of a shoulder-to-shoulder relationship, a collaborative mindset. Partnering actually begins the definition of three of the core competencies. They are establishes and maintains agreements, partners with the client and relevant stakeholders to create clear agreements about the coaching relationship, process plans and goals, cultivates trust and safety, begins with partners with the client to create a safe supportive environment that allows the client to share freely. And the third one is facilitates client growth, partners with the client to transform learning and insight into action.

Transcript of The Upgraded Target Approach, by Carly Anderson, MCC

(12:14): Not only that, but the 10 sub-points within these three competencies, plus, the definitions, make up 14 times partnering appears in the ICF Core Competency Model, if you include the definition of coaching as well. That's a lot.

(12:37): So, there are two types of partnering from my perspective, these are not ICF official. There's process partnering and there's partnering as a coaching mindset of keeping the spotlight on the client. And if you understand how to do these two, you will have a much better chance of passing any of the credential levels with ICF, because it is important that you demonstrate partnering. And I've written articles, here's one "What is process partnering?" you can always go to my website, CarlyAnderson.com/blog and search for anything, including spotlight and you will find an article, at least one article written on that as well.

(13:23): Process partnering, what is it? It's partnering with the client in two ways, overall for the coaching engagement, and for each coaching session. If you're preparing for your ICF credential or coach training application, to pass your coaching credential, you will need to demonstrate for each coaching session, you don't need to demonstrate overall coaching engagement. But it's good to know how to partner in that process as well. And most of us do that when you're partnering with a sponsor or stakeholders in an organization. So, some of the sub-points from the ICF Core Competency Model for establishes and maintains agreements are here 3.4, 5, 8 and 11. So, for the overall coaching engagement, partnering with your client in the process of understanding how to establish overall coaching plan and goals for those being coached, and how to engage between stakeholders and the coachee and the client, and there's many factors that you have to consider. So, having clear agreements and partnering with the client to determine coach-client compatibility. Make sure you're the right coach for this client. I know that's not possible within every coaching engagement, but as much as possible, every coach and client should have a choice about which coach is right for them, because it's a very personal relationship. And if you want the client to share freely, then you need to have trust.

(15:02): And another aspect is being able to partner with the client to determine measures of success for the overall coaching engagement, as well as honoring the end of the relationship in a way that honors the experience. So, there are different aspects to partnering for the overall coaching engagement.

Coach (15:24): The overall design of each coaching session, I'll call it that as well, has similar aspects, 3.6, 7, 8, where you have to identify with the client what they want to accomplish in the session. You wouldn't go to a meeting without knowing why you're there. Why would you go to a coaching session without knowing why you're there? Now, oftentimes, it may take a little bit with the coach's support for the client to find a focus. However, it's the process that's most important that helps the client to focus and directionalize where they want to explore

Transcript of The Upgraded Target Approach, by Carly Anderson, MCC

today. Partnering with the client in that process means the coach doesn't just determine today we're going to do this. It's the client-driven agenda, not the coach-driven agenda.

Coach (16:15): The partnering with the client to then address or resolve what they need to accomplish. What's in the way? So, the basic coaching model is where are you now? Where do you want to be? And how are you going to fill that gap, close that gap? It can be an opportunity gap for something you want to create. Or it may be a remedial gap for something you no longer want to have. Either way, there are things in the way, or things to consider, as part of getting to the outcome the client wants from the session.

Coach (16:48): Partnering with a client to determine or define what their measure of success will be. How will they know for this coaching session that it's been successful? And the other aspects are partnering with the client to manage the time and focus of the session. And continuing the coaching in the direction of the client's desired outcome unless the client indicates otherwise. These are really important aspects. They let the client know that you really are honoring them if, coaches often say, "I believe my clients are whole and resourceful and have their own answers," except I get to choose where they focus next in the session or what they're going to talk about today. That's not coaching mindset. That's a consultative mindset. So hopefully that gives you some ideas on the difference between what really what process partnering is. So, here's time for a pause, I'm going to take a sip of my tea. And you can either stop this recording or take a sip of your tea as well.

(18:06): My American style cup of tea, being Australian and I moved here in 2001, this was never the size of a cup of tea in Australia.

(18:21): The second type of partnering as I define it, is this mindset of keeping the spotlight on the client. And I use the stage metaphor. Metaphors are very powerful ways for all of us to learn. We use metaphor in everyday life. So, I use this metaphor of keeping the spotlight on the client. And our role as coaches is to move the spotlight around as the client moves around metaphorically in the coaching session. And it's not to sit ourselves in the middle of the spotlight with our great knowledge. Our knowledge comes from our ability to use our coaching skills to have the client draw out their self-knowledge, what they don't know that they may not even realize they know until you ask your great questions or make your observations. So, keep the spotlight on the client, you're shoulder to shoulder, you have a role. It's just not to be in the spotlight. That's my perspective.

(19:24): And here's where I'll point to some of the sub-points in the Core Competency Model. First of all, with the definition of cultivates trust and safety, to create a safe and supportive environment that allows the client to share freely. You really do want to keep the spotlight on the client. In evokes awareness, every time you invite the client to share more about their

Transcript of The Upgraded Target Approach, by Carly Anderson, MCC

experience, you're shining the spotlight on the client. Whenever you invite the client to generate ideas about how they can move forward and what they're willing or able to do, you're also putting the spotlight on the client. One of the triggers I often hear coaches use to go into consulting and giving their points of view is brainstorming. This idea of generating ideas from the client, if you talk about brainstorming, and then you start putting your ideas in, has shifted the spotlight to the coach. Keep the spotlight on the client in brainstorming, even "So what are your ideas client? What else can you think of?" then only if you feel that it's relevant, add something else. That way you are keeping the client doing the work in the coaching session, and you're honoring them as a human being that has a lot of knowledge. I rarely find myself having to add more in a brainstorming environment, which I rarely do brainstorming, by the way, there's many other skills I think are better. That's just me. And it would only be for my ego that I would add something in a brainstorm. So, why would I do that? Keep the spotlight on the client.

(21:08): Another place it shows up where you can keep the spotlight on the client, now you'll get sick of me saying that, partners with a client to transform learning and insight into action. When it comes to designing actions, coaches often move from coaching mindset to consultative telling mindset, "Here's what you need to do. Here's how you need to check in with me. Here's a book to read." It shifts the spotlight onto the coach's great knowledge or great ideas. So, be really mindful of keeping the spotlight on the client.

(21:51): There's also in 8.2, 5, 6, and 8 these sub-points, relate to the designing actions phase where you really do ask the client: what actions, what support, what resources? Let the client summarize their learning. Don't do the summarizing. So, "Here's what I heard you say you got from this session. Here's what I heard you say you're going to do." The opposite would be "What have you learned? What have you gained? What insights do you have?" any of that language from this session. And then "What actions out of that learning are you going to take forward? What makes sense to you to move from this discovery that you've had today into post-session actions?" That is about letting the client shine, rather than the coach doing all this summarizing and reflecting. Another good habit is to let the client close the session by having the last word or almost the last word. "How would you like to complete this session?" is probably less effective than "What would you like to say?" "How would you like to complete the session?" some coaches say that, and client doesn't seem to know what that means. More "What would you like to say to complete this session? What would you like to say to close?" That would be helpful.

(23:13): So, there are different ways you can partner or have that shoulder-to-shoulder mindset with your client and keep them shining through the coaching process. Because coaching is different than every other type of modality. Because we do really believe that clients have a lot of wisdom, and it's really our job to help them draw that out, and then find out what else they

Transcript of The Upgraded Target Approach, by Carly Anderson, MCC

don't know and how to find that and get that information. Again, time for a pause. Again, to take another quick sip.

(24:02): And a deep breath. I find if I can take one conscious breath at any time, I can be fully present. Yeah, just one of my tips for being present and getting presence really quickly. Any more than one conscious breath is a bonus to me.

(24:26): So, the second key concept, distinctions between who versus what coaching focus, this has been around for a long time. In fact, I learned about the who versus what in my original coach training program in 1998. It took me probably about five years to understand it from a conceptual perspective into a lived experience of what it meant. And one of those distinctions I give now is between coaching at ACC, PCC and MCC skill level, how the what and the who focus shift. I've written an article, "Case Distinction Between ACC PCC and MCC Coaching." I've updated that over the years, you can go there and read that. At ACC skill level, there's a lot of focus on external factors around the client. "What do you think about that? Who else could you talk to? What action could you take? What have you done in the past?" And what's missed is there's a human being present who has a lot of inner world knowledge about themselves. So, ACC, it's acceptable to just be more, stay in a coaching mindset, understand how to create a coaching process, and it's more about the situation the client is in. As you move to PCC skill level, there's a recognition that there's a human being, that has a lot of thoughts and feelings, behaviors, beliefs, attitudes, self-knowledge. So, you start to notice that a PCC coach is asking more about the human versus just the situation. And then when you get to MCC skill level, there's a belief that changes that I no longer have to resolve or solve the client. Sure, every client has something they want from the session, I don't have to approach it as if there's a deficit, that they need me to figure out what's wrong. We're all human. We all have humanity. We all have feelings, thoughts, beliefs, attitudes that affect and impact our behavior. If you're feeling excited about working with someone, your behavior is different than if you feel resentful, angry or frustrated about that person in some way, totally changes your behavior toward them. So, coaching at MCC, you coach first the human in relation to their situation.

(27:03): And all my clients want results. It's how you get there. So, at ACC, it's the what. PCC, what plus who. At MCC, it becomes who plus what. I know there's a lot of jargon. Hopefully in the next slides, I will make that more clear, because I have four distinctions here to show you. I've got them, they're called the "bigger who," the "little who," the "bigger what," and the "little what." Why I create these is I've mentored nearly 500 coaches at this point. And they asked me questions, and I have to find ways, if I'm going to be a really good mental coach and trainer of coaches, to articulate those. So, thank you to my many hundreds of mentoring clients, because without you I couldn't make these distinctions. And the "bigger who" is about coaching the client on their vision or life purpose, their ideal future self. And what I realized when I would talk about coaching the human being, the who, this is what most coaches would

Transcript of The Upgraded Target Approach, by Carly Anderson, MCC

say to me is, “But my clients don't always want to talk about their vision or who they are who they want to be,” and I would say “But they always are telling you who they are,” who they want to be, who they want to be in their life, in their bigger picture of their purpose and vision is one small part, and often comes out in the initial coaching development plan. “What's your ideal way of, if you could have been the ideal leadership role, what would you be asking for in your life? Where do you see yourself in five years' time? How does this role fit there? Where do you want to see your life moving to in three years?” That's all about the bigger picture, and that's great. So, overall coaching plans and goals and helping the client to explore beyond their current thinking in every coaching session, it's often really a great question to ask when the client comes with a situation that they want to work through. Maybe they are finding it hard to say no at work and redefine their role or how they actually don't take on too much. And so, if you ask them, “Well, if you could ideally have the way, your job be the way you wanted it to be, how would you be describing yourself in that role?” That's a way in every coaching session that may open the gap for the client to talk about “That's where I want to be, I'm here,” now you've helped them think about there, now “What do you need to talk about today in order to close that gap?” I'm giving you some fundamental basic coaching skills here, but opening the gap through a who question that goes to ideal pitcher of self can happen in every coaching session.

(30:04): However, this is the part that I couldn't understand is my clients are always, I could understand because it took me about five years to get it myself, the “little who,” is my little owls here, like who you, every moment of the day, our clients are letting us know every moment. In a coaching session, if a client is telling you about something that they are frustrated about, or if they come to a coaching session and they go, you ask them, “How are you today?” And the client goes, “Oh, it was a little a little tricky. That last meeting, I was just in, but I'm good, things are getting better,” there's some emotions present there. There's some energy. You could be asking the client, “Sounds like something just happened, what emotions are you present to right now?” Or “I'm sensing some, some emotions there.” Or “It seems like you there's something going on there. Would you like to talk about that?” A lot of coaches forget that from the very first breath, as I call it, when you connect with your client verbally, or visually, or both, the coaching has begun. So, if the client is talking about something that's just happened before they've come to the session, how they feel about anything that's occurring in their life right now, that is information about them. Any time, during a coaching session that a client has an energy shift, such as their voice tone goes up, excuse me, like my voice just changed there just to demonstrate, if I had a coach in this moment, I'd go “Something, what happened there that you cleared your throat?” Something just constricted in my throat in that moment, as I talked about energy shifts, I could feel it. So nonverbal cues could be hand gestures, body changes, facial, any other behaviors you notice the client doing, that's all showing you about them, telling you something you could be inquiring about or asking questions about.

Transcript of The Upgraded Target Approach, by Carly Anderson, MCC

(32:20): Other ways you can be noticing the human is the words they use, the tone of voice, their body language. You can also be asking about their way of thinking, their values, their needs, their wants, their beliefs. All of this is informing you about the human being called your client. Their patterns of behavior, thinking or emotion over time, we all know ourselves somewhat, the better we know ourselves, the more we can coach our clients is my experience. And one of the areas is emotions. Emotional intelligence has become really a big part of coaching. It's a very empowering body of work. If you haven't done emotional intelligence training, I highly recommend it. There's also many others, types of training, but just understanding we're in the human development field, understanding how to coach the human in every moment in a coaching session is where true transformation comes for clients.

(33:24): So, that's the who part. Now, the “bigger what” is where most people, most coaches find it easier, is the ideal client situation. So, they're talking more about the job or your life, and it's more about “What do you want to do? What do you want to have happen? What's the ideal position?” And you'll see this come up in the overall coaching plan, or some coaches especially will notice more at ACC, we'll talk more about the what, “What's your job need to include?” you know, “What do you do every day?” And in every coaching session, it might be a what focus you know, “What needs to happen in your role?” So, there's not a lot of focus on the human, it's more on the situation. So, every moment again, it could be where you notice coaches summarizing and reflecting a lot tends to be more I find what- based, it sometimes can be who, everything can be both. But whenever you ask the client to generate ideas and brainstorm, as I mentioned earlier, it can be a lot of what focus versus who. And any time you partner with designing actions, accountability, again, it can be very carefully notice where the difference is between the what and the who. So, what action could just be going talk to one person about something. The who part would be what is, “What's the experience you want to have, as you go speak to that person? What do you want to be different about how you approach that person? How do you want to speak differently?”

(35:08): So, the what and the who are really important. And both are present, it's a matter of where you put your focus, and every choice point in every coaching session is either a what or who response from the coach. I'm sort of given a bit of an example or as I've gone through this, but here's one that is very common, a theme that is your client says they have too much to do and are overwhelmed with projects and tasks. Can't say no, or I don't want to say no, because if I say no to my boss, then they might think that I'm incapable. I might not have a job. I don't want to speak to someone else about what reprioritizing, because that might mean I don't look competent enough. So, all these beliefs come in. But a what focus, when a client comes to you and says they're overwhelmed, would be on how to better organize yourself, how to organize your projects, or there's an external focus on how to approach from a logical or systematic perspective. A who focus would be recognizing that overwhelm is not a thing, it is our relationship to things in our life. One person can have 20 things to do in a day and go, “Oh, I've

Transcript of The Upgraded Target Approach, by Carly Anderson, MCC

got 20 things to do, which one am I going to do next?" and they have great energy about it. They may have 100 things to do in the month. They just don't have a big deal about it, it just systematically go through it, feeling the way they feel about it in a good way.

(36:49): The next person might have 10 things to do and feel overwhelmed. So, it's actually not a thing, it is our relationship to things, and our mindset. Overwhelm is an internal experience and a self-given description of how a person feels about how much they have to do. What's the cause of their overwhelm? In getting to the root, what is causing you, which could be "I don't want to ask for help, because I would have to deal with conflict," as one example. So, that's where the benefit is coaching the who versus coaching the what. Transformational coaching, as we call, it versus transactional coaching, coaching for real change, versus coaching for topical change. Maybe it's not even changed, but relief, I'll call it. They are the two concepts, partnering with your coaching client, and distinctions between the who versus the what. So, there you go, time for a pause before I go into how they apply in the updated Core Competency Model. Cheers.

(38:19): My view of the ICF Core Competencies, I mentioned earlier, there are now eight core competencies, and I've divided them into three different categories. The first being target competencies, five of them, one structural competency, and two output competencies. The reason I did this is because I noticed through my own experience that when I focused on the target, my coaching skills were more organic. So, here is the model version of that. And if you look over on the right-hand side, the target competencies demonstrate ethical practice and embodies that coaching mindset. They're right in the middle. Because from there that informs your presence in every session. And your presence informs how you listen and what you listen for and don't pay attention to. And your listening is what questions you ask or what observations you make in order to evoke awareness and discovery with the client. Every coaching session, you need to know the structure of a coaching session. So, the structural competency, I call it structural, it establishes and maintains agreements. It has a different texture than these I've just described over in the target. Output competencies cultivate trust and safety and facilitate client growth. Well, cultivate trust and safety is a set of behaviors based on your presence, the way you listen and how you respond in relation to the client's agenda for the session. And there's also this, you can't actually have the client facilitate client growth unless there's been some sort of discovery process, which evokes awareness. So, these are why call them output.

(40:13): And the whole purpose underneath all of this is to focus on the client, keep the spotlight on the client, with a partnering mindset, and always be attentive to coaching more of the human, the who, or are you coaching their situation rather than the human, the what? I'm going to take you through now each of these. The target competencies starting with demonstrates ethical practice. I have a graphic that I choose for each one, and I quote, my

Transcript of The Upgraded Target Approach, by Carly Anderson, MCC

quote for ethics is “Ethics is knowing the difference between what you have a right to do and what is right to do.” The definition is “understands and consistently applies coaching, ethics and standards of coaching.” And the ICF has a code of ethics, and as a member, I've been a continuous member as I said since 1999 actually, I think 98-99, around 98. And I uphold the core values have changed, their ethics and that have changed over the years, the ICF is always updating to be current and the latest ICF ethics can be found at coachfederation.org ICF-ethics. And some of the ways that we demonstrate ethics is personal integrity, honesty, confidentiality, understanding, especially when you have more than one stakeholder in a corporate environment, making sure that the client feels safe, supported in being able to share without having to wonder whether you're going to talk to him. If information is being shared between stakeholders, understanding how and having the client be the one who, firstly I believe, is the one speaking to other stakeholders. And if the coach is going to speak without the client, then know what the purpose is, and the client is totally 100% behind you. Confidentiality is key for a coaching relationship to be successful for the client.

(42:23): Being sensitive to the client's identity, their environment, their values, experiences and beliefs, that's really important. And also, mainly understanding how to stay in a coaching mindset versus a consulting, psychotherapy or mentoring, training, directing, these are some of the other things I noticed. Actually more than that, I noticed directing, leading, training more than psychotherapy, most coaches are too afraid even to talk about emotions as normal human behaviors. So, they're too scared, they don't know the distinctions and we need to know how to talk to clients about psychotherapy or counseling or what would be, and versus being a human who's feeling angry, frustrated, sad, maybe situationally depressed. Political environment or a change in a home environment, doesn't mean you're clinically depressed. So, being able to understand, you have to really study and understand the differences.

(43:30): And part of ethics, in the middle there I've put is also embodying a coaching mindset. And the more you know yourself, the more patience you have for what you see in others. That's what I've found for myself at least. The more I've become okay with being imperfect, which even saying that word, I don't like it, but I have learned over the years that being a perfect human doesn't exist. And to be okay with being a learner all my life until the day I'm no longer here. And to be more empathetic towards myself and kind and compassionate has made a difference in how I work with my clients. Huge difference, in fact. “Develops and maintains a mindset that is open, curious, flexible and client-centered,” that's the definition of embodies a coaching mindset. Some of the sub-points, you acknowledge the client is responsible for their own choices, that's keeping the spotlight on the client. Let them make their choices in the session and after the session. Engage in our own ongoing learning and development as a coach, listening to this program, watching this, you are engaging in your development, ongoing reflective practice, after a coaching session, being able to pause and reflect. “What happened there? How could have I done better?” That's all really good, besides having, you can have

Transcript of The Upgraded Target Approach, by Carly Anderson, MCC

other people, mentors, there's supervision, there's mentoring, there's other ways. I have a range of people that I work with to support me in different ways, emotionally, mentally, spiritually, as well as my physical practices, Bikram yoga. These, actually I do a lot of reflective practice in my Bikram yoga practice, which I have done since 2008. And it's a very, very key practice for me, for my coaching mindset, to stay calm, cool, collected, so to speak, in all of my being.

(45:34): Embodies a coaching mindset is to be aware of influence of context and culture on self and others. I've had the great honor of working with at least 20 different countries, coaches from those countries, and seeking to understand their context and their cultures. And our ability to regulate our own emotions. I'm a highly emotional person. And half of my battle has been to really be okay with that. So, over the years of learning how to be kinder to myself, I've noticed that I have, I have a lot of self-care practices. And I do seek out help outside, often. And I also live with a coach. I married in 2001, which is the reason I came to the United States and I'm an American citizen. And he is an amazing human and life partner that I can also rely on to support me and, and I have others, people outside of him, because that's always good, too.

(46:42): So, you've seen now in the middle of the target, of my archery target, there are demonstrates ethical practice and embodies a coaching mindset. The next circle out is maintains presence. So, from your coaching mindset, how do you maintain presence in every coaching session. My quote, "Your presence will always mean more than any presence ever could. Your presence will always mean more than any gifts ever could." How many of us in childhood didn't get full presence from our caregivers and our parents. And it's such a gift to give it to people now in adulthood. I receive a lot of it too. But a lot of us, if you haven't been really in touch with way you feel about your upbringing, I feel like therapy is good for everyone. It helped me a lot. But our presence means more to our clients than we can ever know. Sometimes my clients at the end of a coaching engagement, one told me that the way I engaged with him, the listening, the way I listened, how I responded using his words, meant so much more to him than he ever thought it would. And he learned more about how to engage with his ex-wife, and their custody of their child. And he told me he thought that he'd still be married, if he had this skill, and what he'd learned in our coaching. But also my presence taught him a lot. Don't underestimate your presence in a coaching environment, actually anywhere.

(48:26): So, the definition of maintains presence overlaps with embodies a coaching mindset, is fully conscious and present with the client, employing a style that is open, flexible, grounded and confident. By the way, I have been working this year, it is near the latter part of 2020. Even though these core competencies were released late in 2019, and they're not going to really be used as a by the ICF for assessing until mid-2021, is what the ICF has announced, and I'm recording this in late October 2020, I have been working for about five, six groups over the last six months. So, at least 60 mentoring clients in my groups and individual mentoring with these

Transcript of The Upgraded Target Approach, by Carly Anderson, MCC

distinctions for the updated Core Competency Model. It's why I didn't record this until I had some real experience, and just didn't go and do a lecture on this. This is lived experience. So, is fully conscious and presents present with the client, employing a style that is open, flexible, grounded and confident. Shows up in every coaching session with how focused you are, how observant how empathetic and responsive and demonstrating curiosity. By the way, saying you're curious doesn't mean you're curious. It just means you've said it. What comes after that I've noticed, because I listened to a lot of recordings of coaching sessions for my mentoring clients and as a very active ICF assessor and client will say something and the coach will "I'm curious about," and then they'll actually give their opinion. So, you don't need to say I'm curious to show you're curious, your open-ended questions or your observations could show your curiosity more than saying I'm curious. We get this jargon from our coach training programs.

(50:26): Being able to manage one's emotions to stay present with the client in a session, demonstrating confidence in working with clients' strong emotions. If you can't be with the full range of client humanness, then go do the work on yourself. Is comfortable working in a space of not knowing. This is a high level of trust, to work with the moment, know the agenda the client has for this session, which may morph and twist and turn through the session. But you trust your coaching skills are enough. Trust your question, trust your observation, trust the client. And this is really critical, creates or allows space for silence, pause or reflection. Over the years we've learned and specially I guess maybe in the last five years or so, around neuroscience and other ways of understanding our body and brain, is we need time and space to digest, consider, integrate. Coach that just keeps talking all the time or asking next question, asking next question, saying next thing isn't giving the client any space. Sometimes when clients go, "Ah, wow, that's interesting." That's the time to be quiet. Because the client is getting something. When you check in during a session on "How's your feeling about talking to that person now versus when you started?" gives the client a chance to pause, reflect, consider. And when a client says, "I want to write something down," one of the things coaches do is keep talking. Stop. Let the client write and wait until they tell you they're ready to start again. They may be getting a lot of integration. So, this is one of the key things of maintaining presence is to maintain silence and pace the client, not at your pace, at the client's pace. That's that.

(52:33): So, from embodying a coaching mindset, knowing you're in a coaching mindset, informs your presence, that informs how you listen. What you believe you need to do to be a good coach, what you need to do to prove you are worth the money you're being paid, that sort of stuff to look at, not everything about us informs how we listen. Listens actively, I have this elephant, it's like big elephant ears, elephants are highly intelligent, intuitive animals. So, while they have these beautiful big ears, they have a very sensing trunk. And they're very, very caring. So, how do you listen? Are you listening holistically? This quote is profound. "Being heard is so close to being loved that for the average person, they are almost indistinguishable." How often have you been speaking, and someone has just spoken over you and changed the

Transcript of The Upgraded Target Approach, by Carly Anderson, MCC

whole focus onto them? Oftentimes, people relate through bad stories, kind of saying something and then somebody else will say, “Oh, yeah, but I've had that happen to me too.” And then they go off. Now in a coaching situation, we don't want to put the focus on us. When the client has been heard – see how my throat is, I mean, this is so personal to me – when I feel that I've been heard, I can honestly say I feel cared for. I don't know whether I would have said loved, but for most people it is a very, very amazing thing to be fully heard without being interrupted, without being told what to think, how to think, what to do. I'm going to take a deep breath after that, and have a sip of my tea.

(54:37): So, I just wanted to pause and reflect and feel present to that, the impact. Listens actively, the definition, “Focuses on what the client is and is not saying, to fully understand what is being communicated in the context of the client systems, and to support client’s self-expression.” If you were watching me during that piece there, you would have noticed some changes in my facial expressions, where I was looking, my way I was using my body. That is all what is not being said, but that is what I'm communicating. Some of the sub-points to listen for, there's so many great things in the sub-points, if you want to really challenge yourself to listen more, go through these sub-points, and notice how many of these you're able to listen for. Client identity, their environment, experiences, values, beliefs. Being able to summarize and reflect succinctly is important. Summarizing and reflecting is a really key skill at the beginning of a coaching session to help with setting the client-focused agenda, because you're confirming you've heard what they've said using their words. And that can be less useful to summarize and reflect extensively throughout a session, it's a very limited, it keeps the client in the moment, talking more. If you wonder why your clients talk a lot, notice how much you're doing summarizing and reflecting versus a deeper observation about how they are speaking.

(56:22): Other skills for listening actively is inquire more to what the client is communicating. So, if the client says something, maybe understand what they mean by something, definition, “What do you mean by a plan?” When the client is saying something, ask them about meaning, ask them, by the way, ask a question rather than “Tell me more, say more about that,” subtle difference. There's subtle demands, commands. But “What more would you like to say about that?” is much more open-ended for the brain to be able to embrace than “Tell me more about that, say more.” These are subtle things, but they actually opened up more things for the client to communicate as well.

(57:10): Already mentioned notice clients’ emotions, energy shifts, non-verbal cues and other behaviors. I don't know what other behaviors, it's sort of everything else that could happen. Like for instance, one of them could be, seeing so many of us, I work on Zoom and have for years with my coaching and mentoring, but all of a sudden, with my client there may be a cat tail come across, or a dog sitting in the back of the chair. Or maybe a child comes through seen. That's all, how does the client then interact with that? That could be in-the-moment

Transcript of The Upgraded Target Approach, by Carly Anderson, MCC

information that could be playful, could be information to explore. How does that interruption there relate to what you were talking about, if at all?

(57:56): Listening is a holistic experience. Integrates the client's words, that is so important. Please use the client's words rather than changing it. Client says they're angry, don't say they're frustrated. That's really, this is what it means to listen. To say the client's words back, you may need to write some key words down. I do. I don't write a lot of stuff. But I do believe in writing key words, which is specific language the client has said, especially the language they've used for their session agreement. I want to know that. And then integrating tone of voice, body language, what is the full meaning, asking more.

(58:41): Noticing trends in the client's behaviors and emotions across sessions to discern themes. I often say in a first session, you're learning about a client. And second session, you're starting to notice some patterns. But if the client says one particular word six times in a session, I might say, "It seems like you've said that at least six times." But it's a particular word or a phrase, that can be useful for the client to explore or even to know, notice.

(59:16): Getting to the last rung here in the target competencies. Thanks for hanging in, after this we'll take another pause. Evokes awareness is what happens as a result of your coaching mindset. You're being present, the way you listen, what you say now happens in terms of questions, comments, observations. My quote is, "Wise people speak because they have something to say, fools because they have to say something." There's a T shirt actually, my client sent me the other day. "Why am I talking?" I heard that many decades ago. But why am I still talking waste? And for coaches, if you're speaking more than the client, first of all, it feels like you're consulting. If you are speaking even, I don't know, there's no right percentage, but just be aware of how you're speaking, what you're saying and be succinct and as clear as possible, with the least amount of words. Doesn't mean you have to say one sentence. But you do need to be paying attention. This is a skill set. This is not just verbalizing everything you say, because you're a verbal processor. You have to learn how to verbally process internally. I have. And I'm not saying that because now I'm saying you have to, but I'm saying it's a set of skills. Coaching is a set of skills.

(1:00:43): Evokes awareness is discovery, exploration and putting the magnifying glass on certain things the client is saying. The definition is "Facilitates client insight and learning by using tools and techniques such as powerful questioning, silence, metaphor or analogy." These are tools to evoke awareness as a coach. Notice it doesn't say assessments. Often coaches think assessments are coaching tools. No, they're consulting tools. I always do a lot of assessments, personal interviews in order for the client to create their own coaching development plan. That may be a very robust process, but I let the client know, that is a consultative phase. Out of that, once the client has their coaching development plan with their objectives, their key indicators

Transcript of The Upgraded Target Approach, by Carly Anderson, MCC

of success, some objectives around the who, the what and the how, by the way, I've written about that in "Developing a Coaching Plan," you can search on my blog, article page for "development plan" or "coaching plan." Then you get into the, out of the consulting into the coaching phase. So coaching, skills, tools, techniques are your questions, use of silence, use of metaphor, or what's something like, which to me, I don't really understand the real difference between analogy and metaphor. I've looked it up. I'm just going to say metaphor.

(1:02:18): Some of the sub-points, and these are really important, is first of all, consider your client's level of experience. Some coaches speak as if this is a child they're speaking to. And they say things like the client has no experience throughout their entire life of how to manage themselves, how they deal with challenges, how they deal with opportunity, how they deal with change. Adjusting your coaching approach in response to the client's needs, if a client is very visual, and they're talking about what they see, and the coach is coming back with what they hear, that's a mismatch in learning preference. Be responsive to the best of your ability in the client's learning style, change your approach, use the client's frame. Invite the client to share more about their in-the-moment experience, evoking, let the client speak, give them space to speak. Help the client identify factors that influence their current and future patterns of thinking, behavior or emotion. Notice what is working for the client to enhance, so there's a lot of appreciative inquiry. I mean, notice what's working. "Seems like you just got some insight there about your behavior with that person. What's coming to you now?"

(1:03:45): Other points including asking questions. So, questions are our primary tool of trade as coaches, it's what distinguishes us from other professions is open-ended, discovery-oriented. A lot of coaches substitute these questions with "Is there anything else?" or "How or do you?" which are closed-ended? What? How Where? Why is less important, less useful for most people. Well, why is my throat doing that again? See, I'm self-coaching myself right now, what's going on there?

(1:04:28): Asking questions. I think because I hear a lot of bad questions. And this is, I have a powerful questioning case study we do in my mentoring program that is so profoundly expansive and revealing for coaches of all skill level about how to craft really good questions, using the client's metaphors, the client's information, and supporting them to explore current beliefs, values, needs, wants, as well as explore beyond their current thinking. And then the other skill set is sharing observations, insights and feelings without attachment. That's the important key there. And that have potential to create new learning for the client, meaning it's in the client's agenda for this session, not "Oh, I think they could change this. And that would be great." And it completely takes the client off a different path. No, be attentive to the client's agenda. Sharing an observation, insight, feeling without attachment is a great way to go when you have a very verbal client who's speaking a lot. What you can do is take your attention off the words and make an observation, such as, "As you were speaking client, I noticed you gave a

Transcript of The Upgraded Target Approach, by Carly Anderson, MCC

lot of information, I observed you using your hands a lot, and I felt like there was also some emotion in there. What's your, what's your noticing about that?" That type of thing about client noticing, instead of thinking the client needs to stop talking, or whatever, that's a way that you will find the client will usually slow down or ask a deeper question about themselves, about the who. Clients can't answer questions about themselves easier than just a lightweight question, "What are you going to do there?" versus "What's the feeling that you have that's informing your way of speaking to that person? What's the emotion?" I'm going back to emotions, because that's the one most coaches have most issue with. Supports the client in reframing, "How could you see that differently? What else is possible for you when that occurs? What if nothing changed? How would you feel?" You can ask perspective-changing questions of anything. "If everything stayed the same, what would be great about that?" As long as it's without attachment. You invite the client to generate their ideas. So, I've mentioned that earlier. So, that finishes the target part of the core competencies.

(1:07:14): Demonstrates ethical practice, embodies a coaching mindset, supports your presence, supports, informs your listening, and therefore the types of questions, comments, intuitions, observations that you make. If you really focus on these skills, you will be a great coach. As long as you also have the client's agenda, which is the next piece. So, let me just say, pause. Sip my tea. Take a breath. Feel my sit bones on my wobble stool.

(1:08:08): Structural competency is establishes and maintains agreements. I use a compass because this is really about knowing the client's true north in every session, even if it becomes east, west, northwest through the session, you need to know where the client's starting. If you don't know where you're going, you'll probably end up somewhere else. There's coaches who resist doing the coaching agreement because they say, "Well, my client doesn't really know." I think they do. I think it's just they may not know exactly, but they, otherwise you're just having a great conversation. But what is the conversation in service of? What's the purpose of this conversation today called a coaching conversation? It's a purpose. And so, what is the client's purpose, their agenda for this session? So being able to partner with the client for each coaching session, that's what I want to hear. Establishes agreements for the overall engagement, but each coaching session is what I'm going to focus on here. I've talked about process partnering already, you can go back and revisit that if you want.

(1:09:18): And overall coaching engagement, I'm not going to go into this again. Just know that you have to set the focus for success. Doing upfront contracting is such a huge skill to develop. And then for each coaching session, I've got a little metaphor here for you. Imagine this is the possibility of everything that could be explored in the coaching session today. Your client has got their coaching plan. Today they could talk about their pie in the sky. "If I could have my ideal job in this company," it would be that far mountain range. "If I could have my ideal job in anywhere outside of this company, my ideal, ideal life job," maybe it's like the clouds in the sky,

Transcript of The Upgraded Target Approach, by Carly Anderson, MCC

the blue sky. Or maybe they want to explore like their peer-to-peer relationships, which could be a little like those shadows, what's in the shadow back there? Maybe it's actually something in the foreground, in the middle, there's something about team or the people that are in their immediate team and vicinity. You may be interested in their leadership and how they're going to be the best leader, when today, the client is really interested in talking about their relationship and their ability to get results from their team, which is like this flower in the front here, and the little flowers surrounding it. So, you stay focused on that in relation to their whole agenda, which is like those far mountains. You can ask about those, "How does this desire to relate with your team today impact the leadership qualities, or relate to your leadership desires?"

(1:11:14): So, for each coaching session, what do they want to accomplish in this session? And reflect it back, so you heard it. What's in the way of them having that now, that thing they said they want to accomplish? What would tell them they've been successful in this session? What would be an indication, that could be a feeling? Most people say a plan or a strategy or next step. Yes, and "What about that? How do you want to be in relation to that?" "I want to be excited. I want to feel ready. I want to feel inspired." If a client says, when you ask them, "What would give you an indication this session is successful for you?" and they say, "I don't know, just feel different," that's okay. "Alright. So how do you feel now?" Um, whatever. Said, scared, ambivalent. Alright. "How do you, how would you ideally like to be feeling about this topic?" "Neutral. I don't know. I'll just feel lighter." "Okay, so let me check in with you as we go through the session. And at the end, how you're feeling, is that a good way to check?" "Sure." "Anything else?" "No." Good, off you go. Then you check in during the session. "You mentioned something there and your energy felt different? What are you noticing now versus when you started the session?" Or "At the end, you wanted to feel lighter. How are you feeling now at the end of the session?" It doesn't matter whether it's a feeling or if it's a tangible thing. Helping the client will help their brain help them, and it doesn't matter whether they end up somewhere else. But this is a supportive structure to start with.

(1:13:03): Manage the time and focus of the session, so you have time to do the creating awareness, the evokes awareness and the facilitates client growth. The conversation, just saying, "Oh, that's great," and nothing happens after it, clients need time to digest. Some clients need more time to consider their actions, and what they're going to do, the barriers and what's going to happen after they speak to this person, they want to think those things through. If they say they want to reflect, "How does that work for you?" If they want to journal, "When do you find the best time is?" So, you continue coaching in the direction of the client's desired outcome unless the client indicates otherwise. And sometimes clients will start talking about something that seems completely different. We're on the outside, coach, client is on the inside having the experience in real time. They know how that relates, if you ask them, "How does, that seems different what you're talking about now, but how does it all relate to you?" I

Transcript of The Upgraded Target Approach, by Carly Anderson, MCC

don't know about you, but I will often think about something completely different, and then I'll go "Oh, how did I get there?" And I'll track it. And I'll go "Oh, that there made me think of that." We know how things connect. So, assume connection rather than choosing one thing. Coaches often ask the client to choose one thing in a session versus how do all those things relate? "What's the underlying theme? Okay, what's the best outcome for you, given that?" Connections, think about connections and follow the client's agenda and assume things are connected until the client tells you otherwise. And then if the client wants to change session direction, that's okay.

(1:14:48): So, that's the structural competency. I'm going to take a short pause. Let you stop this or just take a deep conscious breath with me.

(1:15:07): Into the last two competencies here. Output competencies, I call these output because to me, they're a result of everything I've talked about already. So, I'll take you through this, and you can determine whether you agree or not, or experiment, I say to my clients "Just experiment with something, try it out. If it works great, if it doesn't work, try something else." Every coaching skill is valid. It's a matter of how, when and how often you use it. These are some of my little things I say to my mentoring clients.

(1:15:42): Cultivates trust and safety. I like these two trees with the roots that have the handshake underneath, feels like what's happening beneath the surface actually then shows above the surface. Trust is the glue of life. It's the foundational principle that holds all relationships. You need to keep trust high in a coaching session. So, you partner with your client to create a safe, supportive environment that allows the client to share freely. Maintains a relationship of mutual respect and trust. I have some clients who work in a company environment who will take their coaching sessions in their car. Or they want to be somewhere and so I ask them, "Are you in a place that you feel, you feel safe to be able to speak openly and freely?" Never driving. I can't believe I've had some clients actually driving and it's in my earlier coaching days and say, "I'm driving, I'll be fine." I'm sorry, I will not coach you while you're driving, you can be a passenger. But I'm not going to coach you when you're driving. Because I'm going to be asking you questions that could require you to be internal. I'm not going to be responsible for if you have an internal experience, and you need to be external, focusing. Set your coaching sessions and your clients up for success and safety.

(1:17:10): So again, any time you seek to understand the client in their context, their identity, all these things about understanding, you're using their language, use of words is their language, use of words, really knowing, this client has a lot of experiences, even if they're younger, they still had life experiences. If they're older, they've had many life experiences. What are their values, beliefs, hopes, dreams? All of these things honor the human being. Show support and empathy. There are some coaches that seem to think that this is a weird thing, it's

Transcript of The Upgraded Target Approach, by Carly Anderson, MCC

therapy when you show empathy, concern. No, you're being human. Support the client self-expression, openness and transparency. Now this is a state of being of a coach. I actually think this also embodies a coaching mindset, is when we can be open, meaning we're okay with who we are, we've done our work, we're on our own learning journey, growth journey, we know ourselves. And so, vulnerability, the work of Professor Brene Brown has really normalized having courage, being transparent and open that's a body of work that's been embedded into a lot of coaching now as well, is the work of transparency, courage, vulnerability. And just to know that you can be human to human, it's not what you say about yourself. Although I say to my clients, you can ask me anything. I mean it. I really do, and then if I do answer something, I'll do it with purpose. I will share it succinctly and turn it back to the client.

(1:18:52): The other part of facilitates client growth here is the other output competency, is a result of your presence and everything else, is the discovery process will start to draw out some insights. That's what we really want for the client in our session. Insight is not a lightbulb that goes off inside your head. It is a flickering candle that can easily be snuffed out. Our clients get an "Aha!" an insight, an "Mm, interesting." Be silent. That's what the client wants from the session, their brain and body and everything is starting to get some endorphin rush, something's happening and they go, "Oh, wow." That could be the germination of some seeds that are coming up like my graphic here. You don't know whether they're going to germinate fully in this session, between sessions, even within your coaching engagement. So, my flickering flame, what you want to do is in the coaching session, you want to allow space for the client's flame to become a little more solid.

(1:20:04): The definition again of facilitates client growth is "Partners with the client to transform learning and insight into action and promotes client autonomy in the coaching process." This is where you allow them to shine in the spotlight with their flickering candle of insights, discoveries, awareness, learning, whatever the word is. Asking about learning, or inquiring about discoveries, these are all wonderful things to allow space and time for nearer the end of the session. Well, this could happen anytime in the session.

(1:20:41): Let the client summarize their learning and insight, rather than the coach doing that. You can add something, but let them take ownership for their flickering candle, because that'll help to make it more solid, light, candlelight, metaphorically speaking. Work with the client to integrate their new awareness, insight or learning into worldview or behaviors. So, this is a matter of "What are you going to do now? What are you going to do next?" Celebrate the client's progress and successes. Now all of the action planning part is part of this as well as let the client do the work here. This is like this graphic here of client has some insights here over on this side, and now it's the bridge across to making it: what's going to happen after this session? And letting the client think through, talk through, feel through, sense through, designing their actions, their own accountability, it's really important that the coach lets the

Transcript of The Upgraded Target Approach, by Carly Anderson, MCC

client decide on how they are accountable, how it works for them, who they want as a, if anyone, as accountability. When a coach inserts themselves as accountability, it sounds disrespectful and parental. “How will I know you've done that? When will you send me that? Text me when you've done that.” You've shifted out of coaching mindset and into consulting, directive mindset, even parenting. Let the client tell you if they want you in their accountability process or not.

(1:22:14): Acknowledge and support the client's autonomy in the whole process. Let the client identify potential results and learning. They may think through possibilities. “What if I did this? What if I did that?” And out of that, “What potential barriers? What are some supports? What are some resources I could use to help me take the actions I want?” That's what you're helping the client to do. Leave space at the end of this coaching session. This is often so rich and robust. And you can ask about the human. “You mentioned a lot of things earlier about your feeling reticent to speak up when you're overwhelmed. What might you do differently next time you're feeling that overwhelm?” You let them explore other things. Yay, da-dah! So, that's the whole model.

(1:23:12): And here, my next slide shows you that all of the target competencies, plus the structural competency are contributing to trust and safety, because it's your ability to stay present on the client's agenda. Using their language, being present and attentive, that facilitates potential growth. And keeping that partnering mindset, and focusing more on the who than the what.

(1:23:44): Acknowledgments, I want to thank my wonderful husband Michael Stratford, who has continually encouraged me to connect more deeply with my uniqueness. And without his loving belief in me, I would not be the happier human I am today. He really helps me to be my full self, and that in turn is what I'm able to bring to my clients. I wouldn't be the coach, mental coach, human I am without his presence, love and belief in me, and amazing colleague and teacher. He's one of the best still in the business. And my gratitude to the International Coaching Federation. All the coaches over the years have contributed to developing and continuing to evolve the ICF Core Competencies and the evolution of our profession. I'm very honored to contribute a lot to coaches in my volunteer roles through the ICF. And I've also been a continuous ICF global member since 1998, witnessed enormous growth in our profession, and in the ability of the ICF to evolve. They're not perfect. No organization is, but they're doing their best.

(1:24:54): My dedication to my many, many, many mentoring clients, my coaching clients as well. I've coached thousands of hours of coaching and organizations especially. But really, I'm nearly around 500 coaches that I've mentored, I mentioned from over 20 countries I've counted up, who've mostly gone toward their MCC or are still in the process. And I do love mentoring

Transcript of The Upgraded Target Approach, by Carly Anderson, MCC

towards PCC as well, ACC for those who are ready to, I'm a more experienced mentor, but those that come to me, I love you, thank you. And I'm grateful to the many returning clients and those who have their MCC credential and participate as curious learners. You are modeling embodies a coaching mindset in ways that words alone don't, thank you.

(1:25:43): And my deep gratitude to the ICF and the hundreds of coaching recordings I've assessed as performance evaluations for applicants applying for their MCC, PCC and ACC credentials. I've learned so much from you as a human being, a mentor coach, a coach to my clients and I have deep gratitude, thank you.

(1:26:05): My final thought for you is my quote here is "The gift we can give our clients is to connect them to more of their self-knowledge, to feel happier, valued, confident, and more aligned with the person they are now and are becoming." And please for you, thank you for watching and listening and nurture your own growth in your coaching competency journey. Be more fully human. Be kind to yourself. Bring compassion. And be skillfully engaged in your coaching skills with your coaching clients. Your feedback is always welcome. If you could, you're always welcome to go to CarlyAnderson.com/contact page and send me an email. If you want to learn more about the mentor coaching group and other coaching products, I have a lot of exciting things coming up as well that I'm working on. Thank you so much for your attention. And I hope you get many hours of good listening, reading, writing, trying things out and experimenting and revisiting this program. Bye for now.