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[00:00:00] This episode of coach to coach is brought to you by my coach training program for academics and higher education professionals. I'll be the first to admit that I've never needed my coaching skills more than in this roller coaster of a year. An anchor for me during this time has been meeting with my coach training participants each week to explore how we can hold space for clients, listen for the things that they care about most and help them to achieve their goals through focused questions, activities, and tools.

If you think that becoming a coach might be a fit for your professional development goals, you can learn more about the coach training program or sign up for a 30 minute Q and a session with me to ask all of your questions@higheredcoaches.com cohorts begin in January, April, and June. And I'd love to have you join us.

Welcome to coach, to coach a [00:01:00] podcast dedicated to showcasing the power of coaching. I'm your host, dr. Katie Linder, and I offer coaching to academics and higher education professionals to bring more ease to their lives and work. Before you dive into this episode, here's a quick introduction to the structure of the show.

In each season of coach to coach a new guest coach will come on the show to demonstrate a range of coaching tools and strategies. The first episode we'll offer you an introduction to the guest coach. Then I'll coach the guest and they'll coach me for the next six episodes and always on real topics and issues we're dealing with in our own lives.

Each season will end with the debrief episode where we'll talk about how the season went and offer any updates on the topics covered in earlier episodes. It might make the most sense to start each season in the beginning and listen to the episodes in order, I'm delighted to introduce you to dr.

Danielle Barkley, a higher education professional and coach in training. Danielle currently works as a career and professional development educator at the university of British [00:02:00] Columbia. Where she specializes in supporting students at the master's and PhD level coaching gives Danielle the opportunity to engage in career conversations with a wider audience, including mid-career professionals, career changers, and anyone wondering what their best life could be.

Hi, Danielle. It's good to see you. Hi Katie. It's good to see you too. So I am excited to coach you today. What is the topic that you're bringing to our session? I would like some help with thinking through, or making a plan for my remaining coaching hours towards a accreditation, or at least a different way of thinking about the somewhat haphazard approach I'm currently taking to that.

Okay. And what does making this top of mind for you right now? I think kind of glancing at the calendar and getting the sense that time is passing. And I had had a loose goal, which I'm happy to talk more about of like a very tentative timeline of how I [00:03:00] thought this might unfold. And I feel like I'm not even in the place to kind of know whether that timeline is.

Realistics I think I need some help with either just going back to that timeline and revising it is fine. Um, but just kind of, yeah. Checking in with what that timeline looks like. If it needs to be changed, what would a new timeline potentially? Okay. We can definitely do that. So it sounds like we're looking for a more realistic timeline.

Are there other takeaways you're hoping for through exploring this. Yeah, I think the realistic timeline and some action steps towards reaching and maintaining that timeline. And then, you know, knowing my experiences of coaching and your approach to coaching. I think this will come up, but maybe a little bit of understanding of how do I work with timelines either in this field or just kind of in general.

And is there. Anything I want to know for my own self-awareness and self-reflection about like how timelines do work or don't work for me. [00:04:00] Mm, interesting. Okay. I'm excited to dive into this. So we'll take a look at the topic of your remaining coaching hours for your credential. And currently you feel like you have kind of a.

A hazard approach, how you, you accurate. Okay. And so we're looking for a more realistic timeline, some action steps to get you there. And then maybe a deeper understanding of just how you work with timelines in general. Are they working for you or not? And maybe if they're not working an alternative to that, is that something that's kind of in the mix?

I mean, that would be fantastic. So yeah, I'd love to, I mean, if we can get there, that would be me. Okay. So let's think you're all those things. It's a, it's a hefty agenda, but I think we can do it. Um, okay. So you had mentioned to half hazard approach now. Um, what is the approach that you're currently using that maybe it doesn't feel like it's working very well for you?

So the kind of, I say haphazard, and I guess they fair might be a kind of better approach. I [00:05:00] do have a number of clients that I work with pretty regularly, and I do kind of every so often in a scattershot way, you kind of get a referral or get a new client, or there's been a couple people where it might've just worked with them for like a couple both sessions.

So I don't feel stalled or stuck. I think that would be a very different conversation. I do feel like if I did nothing. If I just sat back and kind of let things unfold the way they're currently unfolding, I would eventually get to that hundred hours. I guess what I'm kind of interested in is, is that the way I want to go about it?

Just like do nothing kind of let, uh, let people come to me as they come to me and finish when I happen to finish or what would be the value of actually taking a more structured approach of either trying to kind of measure and track and predict, um, Based on the number of clients I'm seeing. When would I hit that number?

Do I want to adjust and try to adjust so that I reached that number sooner? Does it [00:06:00] matter? I think those are the questions I'm sitting with. Okay. So when you think about the approach that you have right now, what is the guesstimated timeline of when you might reach your 100 hours? So originally when I started thinking about all this last spring, I had very tentatively kind of said end of 20, 20, like end of December.

Um, and that was. Pretty made up. It was honestly tied to like the end of the calendar year. Seems like a good starting deadline for everything realistically. Um, I think I'm currently sitting at about 75 hours now. And I would say I'm probably averaging about two hours of coaching a week at this point.

Sometimes I'll hit three depending. So if we do some math, I mean, I don't think I'm going to get there by the end of the year. And that's. Fine. That was a pretty made up deadline. And in fact, if I think about where I'm sitting now, I actually feel kind of pleasantly surprised with where I'm at. Uh, [00:07:00] so it would be sometime later than the end of December.

But I think also because there is that intuitive draw towards the milestone of the end of the calendar year, I'm also having a hard time even conceptualizing, like what's the next significant date? After that is it. Then the end of academic term is kind of where my brain goes next. But then I wonder, am I just picking that because that feels like an arbitrary milestone, not because it's based on, what's actually possible around the rhythms of my colors.

When you think about the rhythms of your coaching now, what adjustments might you make? If any. To make them fall into more of an ideal kind of schedule for you. You mentioned two to three hours a week. How has that feeling right now? That's feeling pretty good. And I think, you know, as I was articulating that, which was already helpful, even just to say that out loud, what's coming up for me.

And, you know, sometimes it's the case in coaching is actually a very basic, first step [00:08:00] is doing the math of like actually dividing out. If I was seeing about two people a week, as I'm currently doing, when would that actually hit that a hundred number and like trying to do this on the spot, sounds like sometime kind of.

February ish. So maybe just even clarifying that for myself. And then that would also give me the space to think about. Does that seem fine? Do I want to speed that up? And if I wanted to speed that up, does that look like three hours a week or four hours a week? And where would a comfortable number be? I don't think that I'm looking to necessarily speed up the process significantly.

Like, I don't feel a sense of urgency around it, both because realistically I could probably see. I could probably seek out some new clients to see kind of occasionally, but I don't necessarily want to go to like five hours a week. All of a sudden, I just think realistically for the next few months, with the commitment on my plate, um, that's not going to be feasible.

So I think it's more about [00:09:00] just even understanding with the current model. When would I be reaching that goal?

To what degree do you want to focus on beyond the goal? Like, is this a conversation also about accumulating hours post 100 or is it just really getting you to that 100? That's a really good question. I think the two are intertwined. And I think maybe, maybe some of the sense of that haphazard approach that I said at the beginning actually is tied up with that very question of me not feeling quite sure what any of this looks like after I beach.

Um, and I wonder if this comes up for other people who are, uh, coaching and training or doing others, it's the processes. It's great to have that goal to work towards. But that can become almost a little bit of like a, I can't see beyond that and thinking about, you know, grad school, when people would be like, what are you going to do after the dissertation?

You'd be like, there's, there's an aspect. I think in [00:10:00] some ways, um, I almost wonder if I'm. If I know at some level that I'm focusing on really hitting that, that goal of a hundred hours, which is important. Uh, but also not thinking very hard about like then I wake up the next day and what happens after that, around the coaching for me, what the coaching hours signify for you.

That's another really good question. I think.

they, they signify that something is happening and they signify that progress is being made. And of course, you know, they're, they're not, they are a metric of something. They aren't a metric of how. The quality of that coaching inherently in and of themselves. They're not inherently a measure of my growth as a coach.

I mean, presumably I am getting better at some things, but that's [00:11:00] quality and quantity are not interchangeable. So I think there is also maybe a bit of a piece, which is really interesting to think about. And this is just coming up for me for the first time is part of this sort of wanting to look more closely.

Actually about maybe wanting a different type of feedback or a different type of reflection around my coaching, that isn't just like counting the number of hours. And I wonder if part of what I'm feeling is an awareness that I can see those hours accumulating, and I can track that, but I'm not maybe doing as much as I could around tracking the depth or my growth as a coach.

Hmm. What are some ideas that you have about tracking your growth as a coach? This is a new, uh, this is a new idea for me. Like I'm, I'm literally thinking through this as we talk, I know that people do. Uh, often kind of journaling or notes, which I have done again. And then kind of [00:12:00] the word that comes up is haphazard.

I have done that after some sessions where either there was a natural window of time for me to do it, or something came up that I felt like I wanted to hold space for. And I would say I did that more a few months ago and have kind of fallen off. Uh, but certainly like journaling and reflecting. There was also earlier in my training, more formal mentoring where I might actually record a conversation or part of a conversation and then get feedback from someone else that has also kind of fallen away over the past few months.

And I wonder if that might be another option to come back to, or try to revitalize so that I do feel like I'm getting some of it feedback. Hmm. What is the benefit of that feedback for you?

I think the benefit. So I guess, um, and some listeners might be familiar with this and some might not be, but the accreditation process I am going [00:13:00] through, part of it will just be sort of verifying the number of hours. But then I will also be writing a competencies exam and submitting a recording of myself coaching.

So I think what's starting to come up. Is some nagging corner of my brain is like your ability to meet this goal is not tied solely to the hundred hours. You're actually going to have to do the thing and show that you can do the thing. And I wouldn't say, I feel like imposter syndrome. I wouldn't say I feel like a deep lack of confidence around that, but I think I am starting to get that little bit of a reminder of like, you've been attending a lot to that space of show them that you've done the hours.

And not so much to your preparation to actually prepare that recording and submit it. Hmm. What do you think would bring you some kind of more peace or calm in that other area of thinking through the other requirements for this.

[00:14:00] I think the mentoring piece is interesting. I do have a sort of mentor coach that I have worked with, as I said, sort of more so early on. And I do, I'm fortunate to have some coaches in my network and it's interesting, actually, one of the someone else I. Coach regularly with who is also a practicing coach.

We've recently moved to kind of shortening our coaching conversations, to allow more time for a debrief where we kind of give each other some informal feedback on anything we noticed and what we kind of experienced in that conversation. So there is. A little bit happening around that. And there are some opportunities that feel fairly accessible about people I could reach out to and sort of say, can we do a coaching conversation with a more explicit focus on debriefing or feedback afterwards?

Could we swap recordings? Like I can think fairly easily of a few people who might be open to that or where I could access some of that feedback. [00:15:00] What do you care about the most Danielle when it comes to the development of yourself as a coach?

Wow. That's a big question. Uh, I,

I care about. But the experience and creating for my clients and their ability to feel heard, to feel like they've created value through the space of that conversation of we've co-created value. I care about really my clients feeling like that was a good use of their time. Right. I think I am very aware of time for.

For professionals and students and some of the folks I might work with. Uh, so yeah, I think my growth as a coach is often tied to thinking about the value that's being created through those conversations and hoping that people I'm coaching with are feeling like [00:16:00] that was a valuable use of their time, whether that shows up as actions or a deeper level of insight or however present.

And what is the value that you're receiving? From the time that you're giving to these coaching hours.

I think that I am, I'm certainly building a skill set that isn't always natural to me around. Holding space around listening deeply from a space of curiosity and not assuming I know the story, because it sounds like the start of the story I've heard before, uh, around, around sitting with the assumption that clients are.

Bringing everything they need to move forward into the space of the conversation and that I don't need to solve or kind of jump in there and intervene for them. So I think some of those things are not [00:17:00] necessarily areas that were intuitive to be before I started my coach training and my coaching practice.

And I think I am deepening all those abilities, I guess the other thing, and this is not as fully formed, but when you ask about the value that I'm receiving. And I think we touched on this in our first episode, the notion that for me, coaching has been almost exclusively a pandemic experience, which is just, I feel like in some ways I will probably be reflecting from here on, out on the way that shaped my coaching journey and my development as a coach.

And what I want to say about the value that I'm receiving is something around like the feeling that I'm doing. Something, the feeling that I am. In a, in, you know, a moment where there has been often a sense of a lack of agency or a lack of control, that there has been one area of my life in my professional life that I was able to continue to make progress with and move forward with even, well, the world often felt a bit stuck over the past few months.

[00:18:00] Mm. So who will you be? Danielle, after you receive your a hundred hours after you pass that milestone?

I will be someone who has to figure out what's next. And as I'm saying that, and it's funny when I use the dissertation analogy earlier and I hadn't, I don't think connected those ideas before in my mind, but I experienced, I think a lot of people experience whenever there is a fairly long-term.

Undertaking or an undertaking that spans a while. Sometimes the sense of like, okay, what, what do I do now? Where am I going to kind of put that energy? How am I going to fill that time? How do I carry forward? Or this learning that I kind of previously had a clear container for as an, as I'm kind of saying that of like, who will I be as someone who needs to figure out what's next?

I almost wonder if some [00:19:00] of this haphazard approach has been. Not drawing it out, but also not rushing it because perhaps of that like bed, I'm going to have to figure out what else I do to have that sense of moving towards a goal. And that sense of contributing. And perhaps also, as it's become apparent that if I do complete my hours in January, February, the world might not look all that different from how it looks now.

And I think perhaps last spring, Uh, and I hadn't thought about this at all, but perhaps last spring, when I said I will be done by December, I'll be done next winter. I think the, where we were sitting in that moment, I really believe that in large part I would finish and COVID would be over and there would be this new world I was stepping into.

And I wonder if part of this is me thinking about what does it mean for me to reach that goal in a world that actually hasn't kind of come out the other side of this experience yet? [00:20:00] I think you might know where we're going to Danielle, because you're asking such good questions. What would mean? I mean, I think we should go there.

What would it mean for you to reach that goal and not have kind of a magical whole new world?

I think I would be. Better equipped or differently equipped to continue to be in the same space, uh, with that skillset. And hopefully with that feeling of accomplishment, I would hope that reaching that goal and still being in a world where, you know, some things aren't possible where there's still a lot of uncertainty I would have at that point, a tangible reminder that.

We can still do stuff or I can still do stuff. And I hope that that would translate to, you know, a space of empowerment. I, in coaching and it often, uh, types of conversations often [00:21:00] talk about, you know, uncertainty as a space potentially of, of stress or anxiety, but also as a space of possibility. So if I go back to that idea of, I would be someone who needs to decide what's next that when I first started collated it, that felt stressful, like the unknown of it.

But now as I'm playing with that idea a little bit more, it comes up to me that there's also a spaciousness and a possibility around that. It could be like, woo-hoo, what's next? What do I get to take on now? And I'm curious about like how I. Move between those two pieces of it. Yeah. What's the energy that you feel most drawn to when you think about what's next?

I think somewhere in the middle, I think I would need to hold a bit of space for like, Here we are. This is the moment we're in. We don't have to like everything about it. Uh, there are things that I might wish were different. So I think there does need to be a bit of that, like awareness and acknowledgement and [00:22:00] honoring of that at the same time, I do think that there could be the opportunity for, I did this thing that involved, you know, a fair bit of.

Work. It involves making some decisions and being intentional with my time and being consistent. So knowing that I am able to do that and I'm able to do that even within this particular space of time. Where do I want to apply those abilities? Or where do I want to bring that toolbox next? Which probably will be in some ways around continuing coaching, but might also be around taking on other things or thinking about another project that might benefit from those outlooks as well.

What do you think that you need the most to be ready to step into that space of what's next?

There's something coming up for me around. [00:23:00] Getting really clear on the, how, or getting clear on the process, which maybe connects nicely back to the question that I started with, even though I think we've, we've unpacked some different aspects of it. Uh, I think often from past experiences, I will look back at something and people will be like, Oh, it's like really great that you were able to do that.

And I'll have the sense of like, I guess, but it feels like it just kind of happened. And I think part of this is maybe also wondering, am I going to look back when I do reach that coaching milestone and be like, I did it, but I don't really have a clear sense of how I got there. And I don't feel like I have access to those lessons that I could carry forward into a new project.

And I think that's sort of something I'm thinking about. Like it might be related to coaching. It might not be. But how do I hang on to the process or the patterns or the habits that made this possible or made it easier so that I could bring them into something else as well, rather than just being [00:24:00] like, I don't know, it just kind of happened.

What's the importance for you about being able to bring that into something else? What do you gain from that?

I think that you're not starting from scratch each time. Right. And, and, you know, Maybe intuitively we are always bringing these things in and maybe it doesn't always have to be, uh, as intentional and deliberate as I'm imagining. But I do think that if there was something else I was taking on as a project or a goal, after I wrap up the coaching accreditation, I think I would.

Want to try and make that a little bit easier on myself, or I would want to offer myself the work I had already done. So I wasn't repeating it a second time unnecessarily or, you know, it might have to be adjusted, but yeah, that sense that if I've, I've put that work in once, I don't necessarily want to repeat it a second time.

If I don't have [00:25:00] to . So I want to pause and yell and kind of check in on our original agenda. You had wanted to think about your timeline and whether it was realistic and maybe some action steps on moving forward with that timeline and whether or not timelines work for you or not. When it comes to things like this, what are you taking away so far about that question about timeline?

Uh, that, that first part checking in on timeline is. Not that hard. And I feel like I sometimes have that pattern in coaching that the question that seems like the big present within a few minutes of talking, I'm like, Oh, it's pretty clear what I need to do. I need to multiply some numbers of clients by numbers of weeks and figure out a date.

And that actually feels very kind of doable. Around the timelines piece. And why do timelines work or not work? I think we've, we've dug into that Billy, uh, in an [00:26:00] interesting way, because what I would say is timelines are usually not just timelines, right? They're they, they are reflection and they are intimately tied up with our feelings about what we're experiencing and the potential completion.

Of a thing. And that there's often probably a lot of ambivalence about completing a thing, whether it's because we really want to be done with it, or we don't want to be done with it. So yeah. What all that means about timelines for me, I think is that I'm starting to see the kind of logistical level of this, which feels pretty clear.

Uh, I would be interested in kind of thinking about maybe coming back to the point you raised about, are there logistics around completing and logistics around continuing? Cause that was something I hadn't thought about as much. Okay. Let's go there next. So let's imagine that you completed your 100 [00:27:00] hours.

Let's even imagine that you have taken your knowledge exam and submitted your recording and received your credential. Received your ACC credential. Okay. Sit with that for a moment. Just what does it feel like to have that experience and where does your mind kind of immediately turn when you think about what's going to follow that for you?

I so two things come up. One is this decision piece that I've largely been postponing and delaying and felt like I could delay because I was focusing on the credentialing process, which is a bit of a decision around at that point. Do I. Seek out clients. Do I continue to work with some of the clients I've been working with?

Do I make an [00:28:00] intentional decision about I'm going to devote this number of hours or some proportion of my time to an ongoing coaching practice. And at this point I really haven't clarified that, uh, what role I wanted coaching to have in my life. Posts, uh, completion of the training. I know it will show up in my primary job.

I know it will just sort of show up organically in some of the conversations I'm having, but particularly around the, like working specifically with clients or maybe seeking out new clients, I kind of made the decision when I started the process that I was like, just get through the accreditation and then.

Either you will decide, or it will become clear you what the next step is. And on one hand, I still sort of believe that, like, I do think that there is a part of that decision that I can't. Fully mate until I'm in that moment. Uh, and I don't really know why that is, but I think there is something that's telling [00:29:00] me that there's a little bit of trust and patients there for like seeing the process through and then arriving at some clarity about what that ongoing relationship to coaching looks like.

Although I'm happy to kind of dig into some more questions around that. So. To come back to the question. I think I would be making that decision, but I'm not sure I can make it before that point. And the other thing that came up when you asked me to kind of picture that moment is, uh, to be able to think about what's next.

And I think that's maybe also been weaving in and out of this conversation, but I felt this like little, like bubbling up of excitement about like, Oh, I could take on a new project. And I think. Some of this, this balance is also, you know, what, I just think of coaching as like, okay, this is done. Check that box onto the next thing, which could be fine, but maybe might indicate a bit of not [00:30:00] sitting with that relationship and deepening that relationship if I'm just immediately setting it aside to throw myself into the next thing.

Hm.

What is most exciting to you about thinking about a new thing? The next thing that's maybe different than coaching or beyond what you're doing right now with coaching.

She like starting things. And like, I, I wouldn't say I struggled to finish them typically. Like usually if I begin a project, I will see it through, but there is an energy to a new project for me that shows up pretty consistently in different areas of my life. So what is it about that newness? I think there's something around the space of the learning.

And, and, you know, not that I feel like I'm done learning coaching, but there is a place where there there's a certain understanding I have around some of the pieces and sure. It's, it's honing [00:31:00] and deepening those skills. Uh, but if I decided I was going to do something completely different, there would probably be a freshness to the intake of new information around that, or the learning I'd be doing.

So there's something about learning and there's. Yeah, there's something about change, really. And I also wonder if some of this is, you know, thinking about if, if the space of the pandemic and some of these experiences, if there's not a lot of change and novelty coming in, and some other aspects of my life, perhaps the idea of taking on a new project feels particularly exciting in that moment as well.

What kind of learning do you think is remaining for you? When you think about your coaching practice? Um,

you know, by instinct is to say like almost. [00:32:00] Everything. Like, I wouldn't say there's really any area of coaching that I'd be like, I'm done. I know how to do that. Like, so it's interesting that I am feeling a bit of this tension between on one hand, I recognize my, my role very much as a beginner. And I really feel like I could continue to learn and basically all aspects of coaching.

I think it's, maybe there's something about the difference between kind of. Having seen something or seen an aspect of something and then needing to like practice it, to do it with the frequency to kind of gain that, that ease and that sense maybe of, of competence around it versus seeing something for the first time.

And it's a little bit hard to articulate because I kind of, I don't know what I don't know about coaching, but I feel like with coaching I'm very much in this space where I think, I feel like I've seen a lot of aspects of it. And it's to my benefit to continue to work with them, to try them. But I think I maybe haven't seen [00:33:00] something for a while.

At least that was like, Oh, I didn't even know that was part of coaching or that feels totally new to me. And I think maybe there's something about that space between Beth. Like, yes, I need to keep doing this and get better and understand it better versus encountering something entirely for the first time.

What is the relationship for you, Danielle, between learning and something that feels familiar?

I'm not sure. I fully understand the question I'm thinking about. Coaching for you the way you described it as something that's becoming familiar for you you've seen it. You understand it, you're practicing it, but you also understand that there's learning that could still [00:34:00] happen there. Yes. It's not entirely new.

So I guess I'm using the word familiar as the opposite of new. Yeah. What's the relationship there for you between learning and something that feels. Familiar.

I think that type of that learning in a space of familiarity is. It's something I'm deeply impressed by what I see other people do it you can think of. And not just, although I think probably a lot of people have this relationship to coaching. Uh, but I can think of a number of different areas where you can tell that someone is deeply familiar with the practice or a body of knowledge.

And yet they are also constantly striving and learning. I'm actually thinking about our first coaching conversation about professional development as well in the way that these pieces kind of weave [00:35:00] together. And I can recognize that. What does that look like? For me, I think there's something around that consistency of practice.

And I can think of things actually. I mean, yoga in my life, uh, or, you know, some of my scholarly and research work back in the day was very much about being both deeply familiar with something and yet constantly learning more about it. So there have been. Occasions where I can think of holding that relationship.

I don't know why coaching for me doesn't feel like it falls in there yet. And it would be interesting. I mean, ideal state, I would love to kind of get it to that place. Eventually. I've like, this is something that I feel like I know a good amount about, and yet that I'm constantly kind of working with it and learning.

And yeah, that might be something I need to [00:36:00] sit with some more, but what would it take for coaching to kind of operate within that model or feel like it falls within that space and what did it actually coming up for me? And maybe yoga is a really great example of this. Is, I wonder if it is that accreditation process that's getting, in my way, that's making it feel like there is an end quaint versus a you're going to be living with this and living in this space, definitely, maybe for the rest of your life.

And therefore there was never that feeling of, I would get to a point and then it would be done. And maybe I need to spend some time revisiting some of these thoughts around. What does coaching look like beyond that, that end point to that destination? How do you think that you'll be different to NL after you've coached for 500 hours?

Wow. That feels, I haven't conceptualized that at all. [00:37:00] Um, after I've coached the 500 hours, I.

I think that I will. I think that I will, in some ways have a deeper humility is the word that comes up around that relationship to learning and the relationship to constantly learning and the space of something that's familiar. But I also think. I've been thinking a little bit about this notion of like habit formation and I'm going to loosely paraphrase this.

But my understanding that a few people have now suggested is that habits are tied to identity. And if we really want to be consistent with a habit, there, there needs to be something about understanding the way your identity fits with it. So I think if, and when I've coached for 500 hours, I think that would perhaps no [00:38:00] longer.

B a thing that I do in the same way, it would be sort of a way of a way of showing up or kind of inhabiting a practice. And yes, there would still be, you know, some practical milestones. If I could track the number of hours I spent on it in a week. Uh, but there's something around that relationship that I think if, if I.

And it's funny. I keep wanting to go back to the word gifts because it almost seems more comfortable than when, but if, and when I've coached for 500 hours, I think my practice and the relationship to completion would look very different.

What about that difference? Would you like to feel now?

I think I. I think I would benefit from spending some time in some space of like, W what if [00:39:00] this was already, it is the phrase that kind of comes to mind for me, you know, there's different levels to unpack this on, but rather than this is not kind of a temporary waiting room that you're in and then you're going to step out the other side of it at some point, like this is a continuum.

Of practice where yes, you will kind of reach certain pause points or certain milestones along the way. Uh, but I think there's something around the continuousness and that kind of holistic experience of coaching that isn't kind of bifurcated by you're in training and then you're not, or you're working towards accreditation and you're not.

And if I thought about it as this sort of. On going experience where the way I'm showing up now might not be that different from how I'm showing up in a year or down the road, or rather, what do I want to put in place [00:40:00] now that would be sustainable a year from now. And that I could look ahead and imagine myself still doing in fall all 2021.

What do you think would be missing from your life? Danielle, if you. Hadn't found coaching.

I think, I think that longterm project, uh, I think that that's, which. Maybe it's where there's a bit of circularity here, a bit of going around in circles. But I think that working towards a goal has been something that for better or for worse I've needed and coaching has fed. And I don't want to not honor what coaching has offered around that, but at the same time, I don't want to get stuck in coaching only being bad.

So when you ask that question, what comes to mind is I would have been missing the ability to feel like I was making tangible progress towards a goal that I had set. And I. It's incredibly [00:41:00] valuable that coaching has offered that to me. And yet that's not the only thing coaching can offer to me. And it's not the only thing coaching ever will offer to me.

And I want to make sure that I'm thinking about that relationship of, you know, a year from now, coaching will be giving me different things and I'm not quite sure what those are yet, but I also kind of feel like that's okay. Like, I don't know that I need to know, right. The second what the, the next stage of our relationship is going to be.

Where would you like to go from here in this exploration of what's next with your coaching or our discussion around your timeline and next steps for how you want to work toward your credentialing?

So we've spoken a bit about the logistics. Uh, we've spoken a bit about that. Decision-making like, What, to what extent do I need a vision of what coaching will look like [00:42:00] after a accreditation? And I feel, I feel a lot more sort of calm around those pieces and I feel a lot more sense of kind of acceptance and understanding of where so those feelings were coming from.

I think one place, it would be, it would be useful. To go is back to that place about learning about coaching and learning about something that's familiar. Uh, because I think there is something, whether it's in the next few months, and then afterwards, that is going to be part of, kind of keeping this relationship alive and holding my energy around coaching.

So one thing I would kind of love to touch on is like, how do I keep being excited about learning in the space of coaching? Or where does learning come from? Well, coaching, what motivates you the most? Danielle, when it comes to your own learning?

[00:43:00] I think I'm pretty intrinsically motivated and I get a lot of pleasure just from knowing things. Um, I don't know if you work with the, uh, the Gallup's strength finder. Or assessment, or if some of our listeners might be familiar with it, uh, but input is my number one strength, and it is kind of what it sounds like.

Just that desire to be like taking in information, whether or not there's any particular known use for that information. So there, there is sort of just desire to an there isn't a desire to just kind of have knowledge for knowledge sake to see patterns and connections between things. To feel like a different, uh, contexts or different situations are kind of deepens.

Like I almost, I almost see it as like, I don't know, some sort of like filter that when you have that deeper knowledge, all of a sudden a situation that might otherwise be [00:44:00] kind of not that interesting becomes more complex. So it becomes more engaging because you have some of that information. Around it.

So as I'm speaking to that and, you know, coming back to this theme of like, process and doing, I wonder if I need more theory around coaching. Like, I wonder if I am fair enough, like have been focused on the practice, the meeting with clients, the tracking that, but I wonder if I need some time to just really dig into like, reading about coaching, which I did a lot of, kind of at the beginning and then sort of fell away.

And as I use that word input to describe one of my strengths, I think even in a broader sense, like what are my inputs around coaching? Versus maybe my engagement with, with the doing of it. If you were to design a personal syllabus for yourself, [00:45:00] around coaching for where you are right now and where you'd like to be, what are some of the topics or the readings or the assignments, what would those look like that you might include on a syllabus for yourself?

That's a great question. Uh, I think I would like to go back to the history and origins of coaching. I know there was a bit of a touch on, on that, but I would be interested to know, like, how did coaching initially develop? What were the questions or the challenges it was designed to speak to and who were some of the leaders in that development?

I would like to know more about how coaching has borrowed from other disciplines or practices like counseling or like mindfulness practices to kind of understand that relationship between coaching and other fields, which again, I feel like I've had light touch on, but could definitely come back to, or [00:46:00] do a deeper dive into, and I would also.

Really like to understand, uh, in more depth or have deeper knowledge about kind of coaching and its relationship to equity and inclusion. I know there is some work emerging around that, or there is a work that has been done, but I don't feel like I have a deep engagement with the work that's okay. Yeah.

And if you could imagine some meaningful metrics for your learning. Has you were deepening your understanding of these areas. What would be an assignment that you would give yourself to measure that learning? I think it would be something around being able to describe coaching or describe some of these aspects of coaching more confidently to someone who wasn't familiar with them.

And I think I've been spending. More time in [00:47:00] the space of like my approach as a coach or my personal coaching philosophy, which is, which is incredibly important, especially when you're starting out. But I almost feel like I would want to be able to say, you know, if someone just said what's coaching. Not necessarily the coaching you do, but like coaching as a topic as, as a discipline, would I feel confident answering, not in a way that was well-grounded in the answers other people have already given in kind of the understanding of the field.

So I think there's something about being able to articulate patterns or trends within coaching and not so much just my practice of it, but I kind of situation are being situated in that larger context. And what would be the benefit of that knowledge for your coaching practice?

I think that it, well, I mean, on one level, I think it just might, and [00:48:00] even as I'm talking about it, I feel a little bit bit of this. Like I think it would be invigorated my excitement around coaching in a way that would show up in my practice for sure. I think much of kind of looking through that information or that literature that's out there would probably give me suggestions for things I could try in coaching conversations or in coaching practice.

So some practical aspects, some more kind of just framing and context around how I would show up in those conversations. And I think. I don't know exactly how this would register for something. I was somebody I was coaching with, but I think if I saw myself more so as doing this thing that was embedded within a larger practice or a larger framework, I think that there would be a different level of confidence that I would feel and a different level of engagement that I would feel.

And I would [00:49:00] suspect that some of that would show up in those conversations. What are you learning about yourself? As we talk through these motivations for learning and the benefits that would come out of this for you?

I am. I'm learning that there is something about the, I don't want to say intellectual side, but, and this is not surprising to me, but that I think the, the, the. To wing the doing is sometimes not enough for me or the doing without that knowing or the doing without that, uh, space for the ideas. Sometimes behind it can start to follow a little bit slot.

And I think when we were talking about kind of familiarity. And how to keep something engaging when it's familiar. There's something around that need to be [00:50:00] intaking, new information, or kind of, yeah. Getting new inputs on a topic. Even if the topic itself, it's something I'm familiar with that feeds me and energizes me.

If you had to think about your relationship to coaching, like a relationship that you have with another person. What's the stage that you would describe that relationship as being in right now?

So, this is not an experience I have had in my old life, but I will, if I had to imagine it, if I was in a relationship with someone and we were co-parenting and that child was like about to start school or about to go off to college. And we were simultaneously thinking about like, how do we get them there?

How do we not lose sight of our own relationship? Well, having this goal, [00:51:00] that's coming up soon and then what's going to happen after that goal is met. And then we still have this ongoing relationship that, and from a few people I've talked to there often is a period of kind of reflection and kind of recalibration.

So I projecting a bit what I imagine that might feel like, but that's actually the scenario that comes to mind. Like we're almost at this milestone. But then we also need to kind of maintain a foundation so that when we get there, we aren't just left being like, I don't know if we have anything in common anymore.

Okay. Okay. So how does that impact the perspective that you're taking with these remaining hours that you have, and with this upcoming milestone of completing your requirements for this credential? So I said that quite a bit. Facetiously. And I wonder if it'll resonate with, with listeners, but actually that question of what do we have in common anymore.

And do we still have things in common is actually [00:52:00] really interesting to me as I think about coaching and, you know, there's possibility of an ongoing relationship with coaching, uh, through, through when kind of pass the, the milestone of accreditation. Like. Yeah. What do I have in common with coaching or what do we have in common with each other?

And what do we have to talk about? Like how do we keep making sure that we have things to, to connect around? And some of that I do think is that intellectual or kind of theoretical work, like remembering that there are these pieces to kind of stay connected to, but also. Yeah. Also, I think playing with maybe some ideas around my own identity as a coach that feels quite emergent, but what are some places in some spaces?

And I haven't done a lot of this partially because of the pandemic and partially, because I think it felt like the efficiency of largely working towards my [00:53:00] own hours. I haven't really stepped into the coaching community very strongly at this point. And I wonder if there's also something about. That about not just the doing of coaching, but the forming part of that community, which was strongly recommended to me when I started.

And I was sort of like, yeah, yeah, yeah. I need to get these hundred hours, but there's, you know, as we learned with time, uh, there's probably a lot of wisdom too. Okay. Okay. What are some of the questions that are coming up for you, Danielle, that you want to continue to reflect on as you think through these issues?

A few of the questions and you've asked some great and really powerful questions today. So thank you for all of them. The ones that are standing out in my mind right now. Are who will you be when you complete that, that accreditation and that milestone? Um, what would it mean to [00:54:00] complete that in very much a world that's still in the midst of a pandemic?

And then that's that last one we were just talking about, like, what do coaching and I still have in common and what do we have to talk about and how do we find things to talk about? I think that those three in some ways are really at the heart of both how I. The structure and return to my relationship to coaching in the next few months while I complete those hours.

And then also as I kind of think through, through what that relationship will look like afterwards, and I, and I don't think so much that I need to make that decision now, but I think, yeah, anchoring in those questions and being more attentive to those questions will really help to kind of understand.

What I want to do in the more short term about, you know, the coaching that I think I initially thought about logistically and my instinct that it will happen was right. But the work actually wasn't around getting [00:55:00] those numbers, the work was around. How do I relate to what's happening? As those conversations are unfolding?

what are, what does it look like for you to anchor into those questions? What are some practical ways that you can think about doing that in the coming months?

I think coming back to a more intentional self-reflection practice. So either a commitment to being more consistent with journaling or reflection after sessions, a commitment to reconnecting with a few people about more intentional feedbacks or debrief. So that it does become that space of learning, not just to kind of rope did the thing.

And now it's over. Those are two big the practices that I want to, to come back to and that I think will be really helpful. Uh, I love that idea of that syllabus. And after our conversation, I might do some [00:56:00] sort of note taking or sort of start to build that out. That feels really appealing to me. And I think I can say, I want to read more things about coaching and it might not happen, but I think a more structured approach to that.

Would actually serve me really well. And then thinking about the community piece, I almost wonder if I could bring that together. Uh, as you know, people have been not as able to connect. In other ways, I've noticed a few different groups in my personal and professional life have been setting up variations on basically reading groups where, whether it's a novel or an article, like people are, seem to have space in their lives for.

Leading things and then coming together to talk about them over zoom. So I wonder if there is even if it was two or three other people like a coaching community reading group or some potential around that, because I think I would find that incredibly energizing. And there's a few folks I can think of who might be interested in that as well.

Okay. So as we're starting to wrap up today, [00:57:00] let's check in about our original agenda. How, how did we do and where are you landing? As we're coming to a close,

I think, yeah, I, this has been incredibly helpful for me. So thank you very much for your questions and holding space. I think that we got to, we got to the stuff that was. Under the presenting question, maybe, uh, yeah, like the logistics, it's important to not lose sight of that, but that wasn't so much the thing.

And I think that if these other pieces that I've just described are coming up and becoming part of the practice, then that's also gonna, I think, spilled into over into some excitement and energy. Around making sure that I am scheduling those, uh, client hours, making sure maybe that I am reconnecting with a few people who have sort of fallen off the map to see if they're interested in, in, uh, getting back into some conversations.

So I think that the logistical [00:58:00] piece will also actually be fed by some of the, the deepened understanding and the reigniting of my excitement about learning in coaching. So you had listed some action items for yourself. Danielle, is there anything that I can do to support you as you're working through some of those pieces?

One very practical thing. If there's any readings, I mean, I gave a light touch of some of my areas of interest. And we've talked about a few other things before. So if you have any readings or suggestions and things that you think might peak my interest or be interesting for me to go through, I would love any recommendations or suggestions.

Yeah, we can definitely talk about that offline and maybe I'll post some things in the show notes for people who might be interested as well. Yeah, that would actually be great. I imagine there's probably a few people either who are thinking about coaching, who might want to explore those, or maybe heard a bit of themselves and their own feelings and some of what I described.

Well, I want to thank you Danielle, for your openness to exploring this. Cause we went in all kinds of different directions [00:59:00] and it was a pleasure to coach you today. Thank you. It's always a great to work with you for listening to this episode of coach to coach. For any resources mentioned in the episode, check out the episode, show notes at dr.

Katie linder.com/coach. If you found this episode to be helpful, please take a moment to rate or review the show in Apple podcasts or recommends episode to a friend or colleague. Thanks for listening.