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This episode of coach to coach is brought to you by my coach training program for academics and higher education professionals. In each training course, we meet weekly 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 questioning 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 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. This season, I'm excited to share conversations with some of the participants in my coach training program.

I get questions all the time about how people know it's the right time to become a coach. What the various career pathways are that lead to coaching and what people decide to do with their coaching skills. After earning a credential this season, we're tackling all of these topics and more, a huge thanks to each coach in training who offered to come on the show and share about their experiences with learning this new skill set.

In this episode, you'll hear from Dr. Jessica Miller, a full-time higher education administrator and an academic coach who specializes in working with tenured women, faculty, who aren't sure about their next big goals. She loves to support faculty through career transitions at all stages. Hi Jane, thank you so much for joining me on season six of coach to coach.

It's so good to see you. It's so good to see you, Katie. I'm very happy to be here. So, Jessica, I was so glad that you wanted to come on the show and share a little bit about your engagement with coaching and coach training, because you were in the original cohort of my coach training program. And that was such a special experience to do this all throughout 2020.

And as we record this for like right at the end of the year, so it's kind of a fun retrospective. Tell us first, what was your introduction to coaching as a field? How did you even come to know if you can remember like that this thing existed? I can remember feeling at different points earlier in my career, um, that I was struggling with some aspect of being a professor and maybe I wasn't.

Writing as much as I felt like I should, or I was struggling with work-life balance. And I, you know, went online and looked, looked for things and looked for people. And sometimes the people that were posting, you know, on the blogs or posting on educational websites, you know, you'd see in their bio that they had, you know, coaching experience and.

It took me a while to actually engage. But when I, what I did at first was joined, there were a couple like paid writing groups. Um, one was online and a different one was, um, by telephone. Um, and we would check in once a week and have sort of a, a writing session. Um, and then, you know, as the field I think evolved, I started to notice more people put up sort of.

Entrepreneurial websites. And when it came time for me to think about transitioning out of being a department chair, returning to my research and getting promoted to full professor, I felt like I could really use someone to sort of keep me on track and help give me the confidence, honestly, that I, I just had lost, um, some confidence in my portrayal of myself as a researcher.

And I wanted to kind of process that. And I did have a coach who, you know, really worked with me and was so helpful in helping me identify, you know, some of the things that were holding me back, um, like, uh, a lack of confidence, a lack of, you know, some, some inner critic stuff that was, you know, sort of making it hard for me to take an objective, look at.

When I was actually ready to submit. And, um, so that was a really positive on the phone kind of monthly coaching experience for maybe the year or so before I went up for full. Okay. This is really interesting because I do think a lot of people are drawn into coaching because they have experienced it and they're like, this is helpful.

Like there's something about it that they really connect with. But it's also really interesting for me when there's that moment where you think, Oh, maybe I should be doing this. Can you talk about that? Like, do you remember when that kind of entered into your mind that little kernel where you're like, maybe I would make a good coach or maybe I'm interested in learning more about coaching for myself?

Yeah. Um, I think that for me, what happened was that I started to get some administrative experience and after being a department chair, I became an associate Dean. And part of my portfolio was faculty support, faculty affairs, faculty development. And I started to work with faculty on, you know, from, at all stages, you know, from, from helping, um, search committees, to onboarding, to, you know, orientation, tenure, track, tenure process, all the way up and.

I felt that this was work. I really enjoyed. And I had some natural affinities, but I wasn't, I felt like I was maybe missing a skillset missing or I could really improve the way that I worked with faculty, the way that I interacted. And that was sort of when I started to think, wait, if I really own this part of my job.

Um, and I really see myself as helping to develop faculty. Like what's the skillset that I could use. Okay. So thinking about this timeline, you started engaging with the coach while you were still actively a faculty member and working in that area. And then you've transitioned into administration. What is the rough period of time between engaging with the coach and then starting to do this faculty development work?

Um, Well, they were, they were, uh, contemporaneous actually. Um, I tend to multitask, so I was actually chairing two departments acting as an associate Dean and trying to go up for full, like all in the same sort of 18 month period. Um, and. I think that was part of why I really wanted a coach. I was going to say, that's perfect.

That's like the perfect storm for coaching Jessica. Yes. I knew that I would get completely lost. Like my research, my personal career goals would be totally subsumed, um, by the administrative. And that was right. And I really did need the coaching calls to give me the space to articulate what I wanted in my career.

And what I felt would be a good. Packet for going up for full and yeah. So that's kind of, and then at what really wasn't long after that, um, that I started to think about within two years after that, that I started to think about becoming a coach myself. Okay. So when you made the decision to pursue coach training, I get this question a lot of like, how do I know it's the right time to do this?

Because it's a time commitment. It's a cognitive commitment. Like there's a lot that goes into it. Um, and it's a financial commitment. I mean, like there's a lot that you're, that you're putting on the line to start this process. How did you know it was the right time to do this for you? Well, I think that my story is a little bit unusual in that I was in the middle of a one-year sabbatical.

And so I definitely had the bandwidth, um, to do this, but I, it was a pretty intuitive in some ways, um, I Katie, I honestly don't remember if it was like listening to one of your podcasts or reading something that you had on your website. Um, but I remembered reaching out to you and having such a positive experience on the first phone call that we had.

I remember I was upstairs, you know, I was folding laundry. Like, you know, it was one of those things where like, you remember. Like, because it's been so significant, honestly, I love that. It's awesome. Um, and I, um, I just, it was partly that you drew me to it and it was such a good conversation. And I was so reassured by your, um, the way that you described the program and your goals for the program.

I think if I had gotten somebody else on the phone or, you know, if you had been in a bad mood that day, or like, I don't know what, but, um, maybe I would have waited a little bit, but I think, you know, I think that looking back on it, um, I think as a professor, I think I often try to like really know something almost before I do it, or I really research before I spend money on it.

I mean, lots of people do that, but I think sometimes. At least professors, we fool ourselves into thinking that all our decisions are rational. Um, and I think with this one, I really wasn't sure, but I just had like some type of an inkling, there was just a glimmer of something new and something I could almost see like that there could be an opening to a new world.

Like this is the cheesiest possible. An allergy, but we've been, I love the Philip Pullman, um, books. So we've been watching his dark materials, which is the HBO adaptation. And there's a character in the books, um, who has a special knife and he uses it to open portals between worlds. And I was watching that last night and thinking about this and it's like, You're in such a track with academia in your own niche.

And it was almost like I could see like the glimmer of like the knife tip that's cutting in between, you know, the two parallel worlds. And, and I am so glad I just took the risk and stepped through because it's a very different way of thinking and interacting than I think I had been trained. To do in philosophy, which was my home discipline, or even in my academic setting, state public state university.

Um, so I think for me, the coaching world was in some ways, almost like an alien world, it was felt very different to me. Than what I had been used to. So I don't know if I almost could have made a rational, a fully knowledgeable, like rational decision to go into it. You sort of have to open yourself up and get drawn in.

Or at least that was my experience. I love that analogy so much. I will link to the Philip Pullman book in the show notes too, for people who want to take it out. Um, so I'm curious because the way you described that kind of stepping into this portal, stepping into this other coaching world, which is very different because we're not representing ourselves as experts in the same way that we do in academia.

Like it's a very big culture shift, right? And yet you still have a foot in academia you're working full time as an administrator. Can you talk a little bit about balancing that a little bit and maybe how the coaching skills you've learned over this past year in the program? How are those being kind of implemented into your administrative work?

Or maybe they're not being, they're not being implemented, but how has that working for you? Well, I think it's, I think it's working great. Um, So I think what I'll say that what felt so different. And I definitely noticed this, like in the first few classes, so we would meet of course at night. And I mean, the classes were always, even if I had had a long day, like super energizing.

And even if you say to yourself for a second, like, Oh, you know, two more hours, but I think every single person in our cohort would say that. The second, you, you know, you saw everybody's face, you were just so energized and so pleased to be there. And I, but I remember at first feeling like everyone is so nice, like everyone's so supportive, like this is really weird.

Um, and I really struggled, like for the first few weeks I was like, Is this quality, like there's no people aren't criticizing each other. Like there's nothing, you know what I mean? Like, this is how crazy like the academic world is. That's exactly how I felt Jessica, when I entered into faculty development and I came out of women's studies.

And so, you know, you would think this, this would be like somewhat, you know, of a different experience, but it's not, I mean, in academia it's like, you're always competing. You're always critical thinking. You're always challenging each other. It's like constant. And when I came into faculty development and I was like, people are so nice here.

They share things and they just give you like their worksheets that they've developed. And there's like, no concern about people stealing other people's stuff. And like, I mean, it was just so drastically different. I remember that so clearly, and like the conferences were different and the interactions were different.

So that's so interesting that you, you had that experience in the training and that I really taken, um, I've really kind of interrogated my experience at work and I, and even in my teaching, so I don't teach much, I teach one, one credit course, but it's sort of a life coaching class for undergrads. And, um, and I really like say to them, you know, this is a space for open.

Non-judgemental curiosity about what makes you tick and about your, your goals, your academic goals, your life goals, and, and that's kind of how I work with faculty or with chairs now. Like I feel like I can enter conversations. I don't know, just a lot more open to what they are bringing and a lot less judgmental.

Um, Then I had been, I think, or, or not like trying to, um, leap ahead, um, and guess sort of in advance what they're going to say and try to fix their problem before they even say it, or, you know, I just think I bring a lot of the qualities into my interactions with people that originally they seem so alien to me, but now a year later, I'm trying to make it.

You know, part of my identity, thinking back kind of toward the very beginning of this experience, Jessica, what do you remember as being challenging for you? Because these are two different worlds as we've described them, you're coming through the portal, it's a different kind of cultural experience of what you're trying to do with coaching.

Is there anything that you remember that you were just like, this was really hard for me to figure it out and maybe you're still trying to figure it out, but tell us about that. Um, I think that I. Felt, I think, you know, when I give a presentation or I run a meeting, I tend to be very well prepared. And even when I'm teaching a class and even though in the past, I've sort of prided myself on being open and, you know, it takes two and, you know, um, you know, I understand I'm not responsible for the success of this event and all of that, but I think this really pushed me a lot farther into.

Being open. And I think the powerful questions in particular. So like the way I look at coaching now, I mean, there, this is oversimplified, but a huge engine of a successful coaching experience is the skill of the coach and asking powerful questions. And then another part might be the repertoire and appropriateness of the tools that the coach can bring.

Um, to the session to help the client get where they want to go and the tools like I get, like I can like learn a tool and I can learn the contexts in which a tool could be deployed. Um, but the powerful questions were, have been really challenging and it's still something that I, that I'm working on and I'll probably always work on it because it requires being totally present listening.

Actively to what the client is saying and sort of allowing your sincere curiosity and desire to help guide you to, you know, asking the next question. So there's no like list of notes or list of questions that you can kind of whip through, be prepared for and whip through. And you know, that's a little.

That's always been a little scary. Um, what if I can't think of a good question. What if there's a silence, you know? Um, and so that's. Yeah, I think for me, that's still. Something I work on, I think a lot of academic work in some ways is performative even in the classroom. Like we're kind of performing in front of our students and you just don't really do that in coaching.

You're not performing for the client. And that's hard, I think sometimes to really separate that out. Exactly. It's not about me. Yeah. Yeah. Okay. Are there certain things about coaching that you just have come to really enjoy? I think you've mentioned a couple of them already, but are there things that really draw you into coaching now that you have a better sense of what it is and you've been practicing it for this year?

Yeah. Yes. Um, I will say that, you know, because I have a full-time job, um, you know, I don't anticipate coaching to be outside of work to be a huge part of my life. Um, but I do have a few clients and they're from all different settings in, in academia, but you know, there could be, um, a nursing school, a medical school, a small liberal arts college, um, different stages of post-doc.

And it has really been just a genuine pleasure to. Neat and be exposed to people from all different backgrounds and all different academic settings, just because, you know, I've worked in one institution for many years now. And so that has been just terrific. Um, I also, of course, I mean, one of the greatest joys of a coach is asking the type of question that you can sort of see.

Your client pause and, you know, it sort of impacts them and they might even say, huh, that's a really good question. Right. And, and you know, that your question has helped open something for them. And they're going to hopefully reflect in a way they haven't or learn something about themselves that they haven't.

Through the process of working through the question for themselves. And that is really a great feeling. Um, so getting to know people, asking good questions that help the client. And then, um, just in some ways just being a witness I have found, and maybe it's because I'm at a different point in. My coaching and the type of clients that I get, but I feel sometimes like my clients don't necessarily feel that they have other people that they can talk to about the things they talk to me about.

Even if they have a therapist, um, a partner, a best friend, um, there's just a palpable sense of like, I don't know. Sometimes I feel like they're just putting their bags down when they come into a session and I just really am honored to be that space for them to hold that space and let them be honest about the, their aspirations or their challenges, you know, in their, in their work life.

It's, you know, privilege. Is there an area of your coaching? Jessica, you mentioned you have a few clients outside of your work. I know you're also bringing this into your work. Is there an area that you feel like is kind of a niche for you or an area that you want to specialize in? Or is that something that you're still kind of thinking about?

I, um, I I'm new at this, so I'm, I wouldn't, couldn't say for sure, but I seem to have attracted tenured women. Hmm. Um, who are thinking about the next promotion? I didn't set out to do that, but it's possibly, you know, where I am in my career. Um, and of course that feels very fresh for me because it's a promotion that I recently went through.

And, um, I really enjoy working with that kind of client because I feel like as many people listening to this will know, and, and, you know, Katie that. As you move up, meaning it was oftentimes junior faculty on the tenure track or shielded from a lot of service. But after you come back from that first sabbatical, after you get tenure, then it's like, Oh, now you're on the peer committee.

Now you can be on this committee and that committee, and now you can, you know, and then it gets even worse as you, the longer you've been at your rank. And especially with the attrition of faculty at a lot of universities, I've seen it at my own service burdens just become harder. There just aren't as many bodies around to populate all of the committees.

And I think that the women, and it just has been women that I have worked with so far are just trying to kind of carve out, you know, find themselves again, you know, they, they. They appreciate the opportunity to help them universities move forward in various ways. And it's an honor. And some sometimes to be asked to do different kinds of service, um, like if you're asked to sit on a search committee for the new university president, for example, or if, if there's a new commission for diversity equity and inclusion, and you know, you're invited to sit on that.

Um, so balancing. You know, some types of service that, that are meaningful and genuine against all the other things that they might want to do in their career, particularly with respect to research and getting their name out there, that doesn't, it benefits the university, but it's not service to the university.

And it feels a little more quote, unquote selfish. Um, and I think working with women who have that mindset is what I've been doing a lot of lately and kind of. Working through what selfish means to them and why it feels that way. And you know, what are some values that, you know, are actually values that they hold that focusing on their research actually aligns with that.

There could be more integration and synergy. Um, so yeah, that's kind of what I've been doing lately. I'm so glad you described that, Jessica, because I do feel like this is one of those areas. When people come into coaching that they're the most concerned about is like, what is my niche? Who is my audience?

And what you described, I think happens a lot where it's like, people are just attracted to you. Like for whatever reason it could be like, Something you're putting out in terms of a blog or a podcast or something like that. It could be where you are in your career. It could be some other kind of vibe or personality or whatever, but you end up kind of niching in a natural way.

I think like you start to draw in a certain kind of client. And if you just give it some time, you know, I think that that tends to happen for a lot of people, which is not always what people want to hear, give it some time, you know, it's like, no, I want to know right now, like, what's my niche, what am I supposed to be doing?

Um, so that's interesting that that happened with you. I'm glad you described it. Yeah. And I don't know an hour, I'm not, you know, I haven't been anxious about this because I'm, I feel like I'm plenty, you know, occupied by my, um, my day job, my full-time day job, which I don't have a desire to leave. Um, but I will say that I have done like absolutely no market for, you know, I think there are just tons of people looking for coaches.

Um, You know, I, and I've noticed this even with the cohort. I mean, there's some stuff that people do, but it's not like, like, if you want to be a coach, like, I don't think that you have to gear up and have a huge business plan. And I have done like none of that. And I have kept clients find their way to me and they find their way to me and, and kind of different ways.

Um, even like somebody on LinkedIn, right? Who. Oh, I didn't know. You know, maybe they left my university 10 years ago, like, right. But we're connected on LinkedIn and they'll say, Oh, Jessica, I just noticed you updated your profile. That you're doing some coaching. Well, I have, I know someone, you know, who would be great.

It's not like I have, um, high powered marketing strategy. I just added a line on my LinkedIn bio. Yeah, yeah. Yeah. I think people are very intrigued by this concept of coaching and especially in higher ed where. I don't think it's saturated yet. I think in the corporate side, people have a much better understanding of what coaching is and how it's used, but in higher ed, I think there is still a little bit of a stigma about why you would use a coach or is there something wrong with me?

And it's really not about that. So I think that when people are curious about it, it's really interesting, like how they come to find coaching. But I would agree with that. I just from conversations I've had with other people in both of the cohorts from this year, it hasn't been. Hugely difficult. It's like once you put it out there and even in the slightest ways, like you said, changing a LinkedIn, you know, description, people find it.

I mean, it's, and maybe they're just looking for it. Who knows the synchronicities that are happening there. Yeah. It's really interesting. Um, because I feel like, so I'm in this other field clinical ethics and I've been in clinical ethics for a long time. And that's just a field where you work with healthcare providers and you.

Um, when there are sort of ethical issues that come up that have to do with maybe a patient and a provider disagree about a treatment course or you know, this sort of thing, or providers disagree. And when I started in clinical ethics, which was now probably 20 years ago, there was a similar stigma. Um, there was this idea, doctors used to say like, well, I'm ethical.

Like why should I call a clinical episode list? And I've seen in the 20 years in that profession that changed completely. Like no one would think twice about calling an ethics service. Um, and I feel like coaching for academics. And I, I agree with you. I think it's very different in, in the corporate world.

But I do have clients sometimes say, well, this is confidential, right? And by the way, like a hundred percent confidential. But I think why they're asking is, cause they almost think that would be almost like, um, maybe like an elicit thing or, or something that's slightly not quite the thing. And I can't wait for that.

Remnants of that stigma to disappear because just like with clinical ethics, I think it really prevented some people who could have benefited from a clinical ethics consultation from asking for one. And I hope that people don't feel this is why I'm so glad to hear that more and more universities are actually as part of productive startup and professional development.

Um, monies are actually supporting it because I think the more universities buy in the more. Academics will see that it's it. This is a tool in the toolbox. There is no shame. I mean, far from it. I mean, what could be better than being so devoted to your career, that you engage in a coaching relationship in order to get over a hump or get to the next level of performance?

I mean, um, so I'm looking forward to when the last. You know, vestiges of that stigma kind of fade away. Yeah. I couldn't agree more. I'm seeing a lot of, um, there are more of my clients now that are using grant funding to do this as well, because I coach people around, um, grant progress and project management and kind of team-based stuff that they're doing with grants, um, has been kind of a new thing that I've been working with.

And it's really interesting because I, I do think that, I mean, if you think about it, if there's like a department chair, who's never considered this before, it just takes one faculty member. To mention that they're using some of their funding for coaching. And all of a sudden that department chair is like, Oh, this is a tool in the tool box, like you said.

So it spreads, I think relatively quickly within an institution after someone starts to do it. And if they're willing to do it in a way that's even somewhat public, that people understand that this is how they're using their funding. Um, so yeah, I mean, I do see it actually spreading really rapidly. And it's a question that I get a lot when people are entering into the program is do I think that there's like a need and I'm like, Yes.

Like I could not more emphatically say yes, because a lot of institutions don't have any, anyone internally that can do this work, whether it's in an HR department or even like a center for teaching and learning, it may not be generalized enough to cover a lot of the topics that we cover around career publication.

Other kinds of things that come into the coaching relationship and the world. So, yeah. Yeah. I'm excited. Yeah. And I have definitely found that. So I put, um, I do a podcast, which, you know, I did it for like six weeks and then took a two month break and then went back. So, you know, I mean, I'm, I'm not gonna kill myself over this, as I've mentioned about marketing things, but I really enjoy the podcast and, and coaching kind of gave me an impetus and that it's creative for me.

And that's another thing I haven't mentioned, but I think coaching opens up a space for creativity that I was kind of. Thirsting for, um, and I created a podcast and I put it in my signature and I didn't like tell everybody, like, look at the podcast, but I've had junior faculty write to me and say, Hey, I really, no, I did one.

That's like, uh, five mistakes, new faculty make. And I mean, no, it's not exactly code. You know, it's not exactly coaching and I'm giving advice, but I also implement some of the coaching tools in the podcast. And I, I feel like, um, It I'm almost proselytizing, you know, like I want people to ask me about it.

What's this thing you did. So we recently had, um, our VPR, our vice president for research is thinking about starting some type of a research mentoring program. And he reached out to me and, and, you know, he said, you know, I know that you've on your sabbatical. And in the last year you've worked on coaching and, and here, you know, and here are some things will because of my coaching training.

I was able to look at that plan for a research mentoring program in a completely different way, um, and offer what I think was some better advice and better suggestions that implement that, um, infuse some coaching ethos into that. That wouldn't have been there. If he had asked me a year ago, I love that.

Okay. So just got really curious, because I think one of the interesting things about coming through something like coach training is that you are learning this entirely new skillset. And for many people that came through, this is like a while since you've been in school, like, I mean maybe a while, since you've been assessed in certain areas, what are the things, what are the things either in the program or that you were doing on the side of the program that you felt were helpful to your learning of this new skillset?

Um, so we'll say that the cohort is incredibly supportive and we did a lot of, um, bartering coaching, which helped. Um, but we also, you know, Katie, you host, um, You know, your, the people that have worked with you and coaching in another ways in, um, prolific. And that has been a great space where I can go and ask questions.

Um, you know, and there's a couple different sub spaces in there when, where you can kind of talk about the businessy stuff. Like, Hey, you know, did you, what did you use to set up your website? And then there's the other other spaces where you can ask about sort of the substance of coaching. Um, We also started a book group.

So some of us meet monthly and we read some different books that are relevant in some way to coaching. Um, you have a podcast that, you know, some of the seasons we listened to as part of our classes, but, um, that was also really helpful. So I felt like there was a lot of support going through the program, but it wasn't like so overwhelming.

Um, you know, because I, I was recalled, of course we had, we had a. Heck of a year in 2020, we have. Um, and I mentioned that I was on sabbatical. Um, but I didn't mention that I, I went back to work early because, um, the acting associate Dean got COVID and had sort of a long tail and I came back and so I was back full time basically by June.

So I've had six months of the program as a full-time associate Dean and. Um, it was still manageable. Like, you know what I mean? I felt, um, like it was doable and it didn't kill me and it was very energizing. It's very hard for me to explain. Um, but anyway, I just loved it, so it was very energizing. Um, and yeah, and then there've been different books and different things.

I think, um, being a student again in some ways was, um, I don't know, it was hard sometimes, you know, but it was also good for me. I think, to be humbled in the face of a skillset that I admired, but like could not do at first, you know, that's like a good feeling. I think all of us should have that feeling periodically.

I completely agree with you. I'm so glad that you have this mindset around it because I, this is why I think I pursued things like credentials because it's like, I love. Like devouring, a whole other thing that I really don't know anything about. And like, let me just like dive into the defend and just like saturate myself with this new language and theories and whatever else it is, and then try to figure it out, you know?

Like, and I think it's just, there's a really cool thing for people who are lifelong learners, which a lot of us in academia are. To have that, but to have it in a supportive environment. So I like that balance that you're describing of like you're diving in, but you're also receiving the support you need to not just be like completely overwhelmed probation.

Yes, yes. And the book actually that you wrote and which I hope you publish, um, you know, I think it would. Be beneficial, like widely if you ever were to were so inclined, but, um, you know, your book that focuses on coaching for academics, like, um, or a coaching in higher ed, I should say, um, you know, that was a great, like a talisman like that was there that was there, like, you know, for every class.

But it was also there. Like when I first was coaching people like strangers, I had the book like right next to me, I was like ready to flip pages. Um, you know, so that was a great guide to. That's good. That's good. I will link to prolific in the show notes for folks who are not familiar. Um, this is an online community that I run that's open to anyone, but it does have a subgroup for people in the coach training to, to hang out.

Um, and then the podcast you mentioned of course, is coach to coach, which you are listening to right now. And we do use that as part of the curriculum and the coach training program. And it's always so interesting to hear people say, cause a lot of people who come through have already listened to coach, to coach, like they were already kind of engaging.

Um, but then they listened to it again and they say like, it's really different when you listen to it being in the program versus like, just as an audience member, who's kind of interested in what's going on. So it really is. It's like, there's so much of, Oh, I see what she did there. You know, you can really see the skeleton of it working as a coaching session, whereas before it was almost, it was like a really interesting conversation between two interesting people, but.

I could see that there was help, you know, being afforded in some way, but I didn't quite understand the mechanism or, you know, what, what the coach was doing. Yeah. You get like a peek behind the scenes. Yeah. The wizard behind the curtain of what's happening with these coaching experiences. Jessica, this has been so fascinating to kind of hear your story and all the nuances of how this is kind of impacting your career.

Is there anything else you want to share about your experience as you're still kind of working toward this new set of skills and embracing this coaching identity?

I think that. I kind of did this almost. Um, it was very serendipitous and it was almost like a hunch and it turned out that right after I agreed to do this, the pandemic came in and a lot of the things I had planned to do in terms of conference travel and other commitments were washed into the sands of time.

Um, but I think, um, You know, I, I feel like it's definitely worth dipping your toe into it. I almost feel like anybody that has any type of a management role or a mentoring role or, you know, any type of role where they want to help people. Um, you know, Be their best selves or align their values and their actions, or clarify things for themselves.

Like if that's a thing you want to do with people you work with. Um, and actually I even do this with the Dean, like, you know, so I shouldn't say it's just somebody that you're managing, like you can manage people up. Right. Um, and, and I think it's actually really beneficial, just. Even if you took, like, if it, if someone took like one class or read one book, um, I think it's stuff that we are absolutely 100% not exposed to and in the course of a traditional academic trajectory and therefore I think it's, it's really beneficial.

Yeah. Of all the skills I've developed. I, the one that rivals coaching in terms of how much I use it as writing. Because I write for my job a lot, but the coaching skill and similarly to you, every once in a while, my boss will turn to me and she'll say, are you coaching me right now? Cause that's what it does is that what's happening here.

I'll be like, well, that might've been a powerful question that I just asked. Um, you really do use it in all directions. Like people who report to you, people who you report to in meetings. And I mean, like there's just, it's very translatable to so many situations. And like you mentioned earlier, I feel like it gives you a different perspective when you walk into those spaces.

Like you're holding space and just a different way. Yup. I totally agree. Yeah, it was honestly one of the best career decisions I have made. Okay. Well, let's just end there, Jessica. Perfect gloves. Thank you again so much for coming on the show, sharing a little bit about your experience in coach training.

It's been such a pleasure to work with you this year. It has been. Likewise, thanks so much, Katie. Thank you. 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.

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