



# Coaching Certificate Program

Information Package

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[www.adlercoach.com](http://www.adlercoach.com)

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Professional coaching is emerging as an exciting new profession that helps individuals and organizations move to excellence by facilitating their learning, developing their potential, and guiding effective actions. The Adler Certificate in Professional Coaching is an exceptional coach training program. We are committed to high quality training.

Our faculty of top coaches has drawn on their experiences with coaching and coach training to develop a sound foundation for this fast growing profession, as well as to provide up-to-date hands-on techniques. Because of this, have taken our place as a leader in the field of coach training.

The coach training program is an exceptional opportunity to integrate tools and techniques for high performance with the core principles of Adlerian philosophy. This is a philosophy which is holistic, has advanced methodologies for building cooperative relations, takes an optimistic view of people's creativity and ability to change, and is concerned about the betterment of the human community

Yours truly,

LINDA J. PAGE, PH.D.  
PRESIDENT

**General Information**

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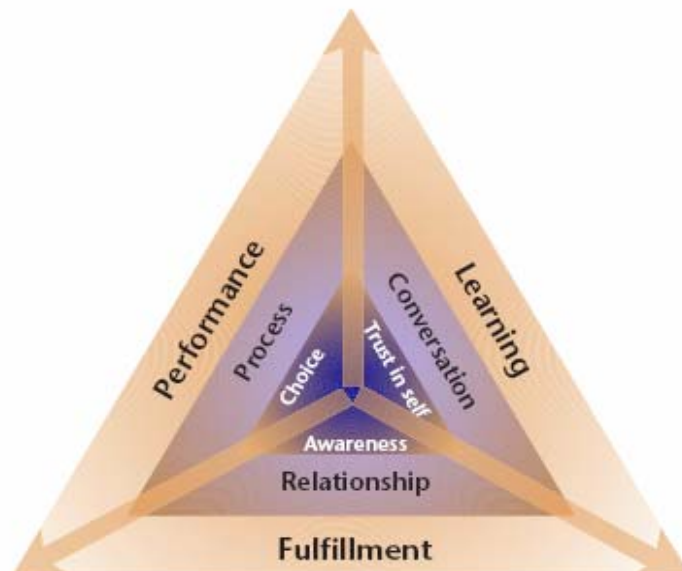
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## Certificate Program Overview

The Adler Professional Coaching Program consists of several parts that lead to certification.

**PART 1 -- FOUNDATIONS OF COACHING** provides grounding in the Adler coaching mode: 7 guiding principles, mindset, core competencies, and what it takes to be a coach.

**PART 2 -- THE COACHING CONVERSATION IN THE CONTEXT OF WORK-** begins the Certification Program and looks at the individual in the context of systems and how the coach supports people in their work and their lives.

**PART 3 -- MOVING TOWARDS ARTFUL COACHING** provides exposure to and Experience with a range of tools

and processes to deepen coaching effectiveness and creativity.

**PART 4 -- PRACTICUM** is where the student becomes an active coaching practitioner. Students acquire clients, obtain feedback on their coaching through supervision and share their learning through case studies.

**PART 5 – THE CERTIFICATION EXAM** process - which students are eligible for once they have successfully completed all Practicum requirements and accumulated a minimum of 100 coaching hours with clients.

**Class Room** ..... **Teleclass Support**

<b>Foundations Of Professional Coaching</b>				2 Teleclasses
Foundational grounding in coaching approach; coaching skills, tools & techniques				
5 Classroom Days   32 hours   2 Assignments for independent work				
<b>The Coaching Conversation in the Context of Work</b>				Access to 12 Skill Based Labs & 10 Content Based Teleclasses
Applying coaching skills and tools in the context of work; expanding coaching skills, tools & techniques				
5 Classroom Days   32 hours   2 Assignments for independent work				
<b>Moving Toward Artful Coaching</b>				Access to 12 Skill Based Labs & 10 Content-Based Teleclasses
Integrating learning, enhancing and deepening ability to coach artfully and creatively				
5 Classroom Days   30 hours				
<b>Practicum</b>				Access to Practice Coaching Labs Monthly Access to all Teleclasses & Telelabs Practicum typically takes a minimum of six months to complete
Learning Logs 20 hours	Supervision 8 hours	Coaching Labs 18 hours	Coaching Clients 40 hours	
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Being Coached 10 hours	Practice Profile 10 hours	Practicum Binder	Practicum Completion ½ Hour	
<b>Certification Exam Process</b>				To be eligible, you must have completed a minimum of 100 hours of coaching
Written examination				
Oral Examination and Recorded Coaching Session Sample				

## Part 1: Foundations of Professional Coaching

### Who Should Attend

Aspiring coaches, managers, business owners, human relations professionals, mental health and health service providers, parents, teachers, anyone who has a people development role.

### Program Elements

- 5 classroom days (32 hours)
- 2 teleclasses
- Two assignments for independent work

### Contents

- The field of coaching and some key distinctions around 'coaching'
- The conceptual foundations of coaching
- The Adler coaching model and its application
- The core competencies of coaching
- A range of coaching tools and techniques
- Opportunity to practice using skills, tools and techniques
- Developing a plan to support further personal learning
- Exploring fit into the field

## Part 2: The Coaching Conversation in the Context of Work

### Who Should Attend

Anyone who successfully completed the Foundations of Professional Coaching course and is interested in deepening their coaching competence by completing the Adler Certificate in Professional Coaching. Those interested in completing the Certificate Program are asked to complete an application that includes questions regarding their specific interest in coaching and to submit it with a resume. The selection process focuses on a "good fit" between candidate and program in terms of prior experience, participation in Foundation courses, and candidate objectives.

### Prerequisite

*Foundations of Professional Coaching*

### Program Elements

- 5 classroom days (32 hours)
- 5 teleclasses
- Two assignments for independent work

### Contents

- Use of coaching knowledge and skills effectively in the domain of work, and within the context of organizations
- Specific tools, techniques and processes for coaching people around work issues and their relationship with work
- Further honing of skills and deepening of coaching knowledge

### Part 3: Moving Towards Artful Coaching

#### Who Should Attend

Students continuing in Certificate in Professional Coaching program

#### Prerequisite

*The Coaching Conversation in the Context of Work*

#### Program Elements

- 5 classroom days (30 hours)
- 5 teleclasses

#### Contents

Deepening coaching competence through exploring the following:

- Coaching through the lens of leadership, an integrative theme for many coaching engagements
- Using the pathways of creativity and imagination effectively
- Using the power of metaphor effectively in coaching
- Integrating the being and doing strands in a long-term coaching relationship, and developing a personal action plan for ongoing professional development and practice building

### Part 4: Practicum

#### Who Should Attend

Anyone who is enrolled in or has completed *Moving Towards Artful Coaching*.

#### Program Elements

Minimum of six months to complete

#### Contents

Enhancing coaching competence, deepening and broadening grounding in the Adler model, and developing key elements required for a professional coaching practice.

#### Outline

Participants can start their Practicum after completing all the course work or may request to start their Practicum while completing the advanced course work. The second option is appropriate only for participants who have

- been actively coaching a number of clients since starting the course and who have the time and flexibility to manage the course work and Practicum work concurrently. The Practicum requirements include the following key elements:
- Logging 40 hours of practice coaching
  - Being coached for a minimum of 10 hours by an approved coach (cost of this not included in program fee)
  - Completing 8 one-on-one supervision sessions with faculty members
  - Completing 18 hours of coaching labs
  - Completing a Practice Profile and related assignment
  - Engaging in a Practicum Completion interview

### Part 5: Certification Exam Process

To receive certification as an Adler Certified Professional Coach (ACPC), students must:

- complete all requirements of the coursework
- complete all Practicum components

- engage in a final examination process that includes completing a written examination, completing an oral examination process and having a completion interview

## Objectives: Foundations of Professional Coaching

The Foundations of Professional Coaching is designed with the intention that participants will be able to:

- Articulate what coaching is, and how it is distinguished from counseling, consulting, training, mentoring, managing
- Articulate the distinction between coaching as a profession and the use of coaching skills in different contexts (e.g., using coaching skills as a manager, versus being an internal or external coach)
- Articulate in general terms what the 'landscape' of coaching as a profession currently looks like (e.g. professional affiliations, trends, different specialized forms of coaching)
- Initiate and manage a coaching relationship and process with an individual client (including co-creating an agreement, clarifying goals and desired outcomes for the coaching process, conducting an appropriate intake session, managing logistics over time)
- Have powerful coaching conversations with a client designed to enhance client awareness, expand client choice, and increase trust in client's essential self, in service of moving towards the client's goals
- Design a short-term plan with actions that will move clients towards their intentions and goals
- Establish action planning and accountability structures to support a client's actions over time

- Reflect on their coaching and assess themselves, using the framework of the model and the core coaching competencies as a bench-mark
- Move from reflection on their coaching to designing personalized learning and development plans to enhance their coaching competence
- Reflect on their 'being' and identify what areas of personal growth and development will best serve their development as a coach
- Move from reflection on personal growth opportunities to designing personalized learning and development plans to support personal growth
- Articulate both their current and desired future location in the landscape of coaching, by considering amongst other things their current skills, expertise, and experience, and what specifically they want their coaching to be in service of

During the Foundations course participants are introduced the core competencies listed in the International Coach Federation (ICF) Coaching Core Competencies list. Participants gain greater insight into what each of the core competencies entails and participate in activities that are designed to build competence in these skills.

## Objectives: The Coaching Conversation in the Context of Work

The focus of Part 2 is on coaching people in the context of work. Students will walk away from Part 2 with:

- A deeper understanding of the place of work in people's lives, and of their own place in the work of world
- An understanding that work is an area or domain where people can benefit from coaching
- Guiding principles and a framework for how to think about and go about coaching people in a work context
- Concrete tools and practices for coaching people around work
- Enhanced proficiency in using the core coaching competencies, applied to work contexts

- An awareness of their impact as human beings and coaches
- An awareness about what it means to be at choice about their impact and how they engage with the world

Each day will focus on specific work-related topics. The content will focus on what coaches need to know about coaching people in work contexts, what competencies they need to develop, and what coaches need to pay attention to if they want to be effective when coaching people on work related issues.

Over the course of the week students will:

- Deepen their understanding of the Adler coaching model, mindset and skills, and their application in the context of work and organizational systems
- Gain a fuller understanding of the Adler Guiding Principles and their applications in the context of coaching people in work contexts
- Explore and practice all the core coaching competencies in a variety of work contexts and situations
- Be introduced to the concept of organizations as systems; gain an awareness of the impact these systems can have on both coach and client
- Gain increased understanding of different change models and the implications for coaching around personal change and change in work systems
- Explore a three dimensional model for navigating the world of work – understanding self, understanding self in relationship with others and understanding the relationship between self, self and others, and self and task
- Identify factors that influence a person in a work system and how to create conditions for optimum functioning
- Gain an understanding of self and one's impact in relationship to others in the work context
- Examine the notion of feedback as integral to understanding the distinctions between an individual's intention and impact on others and the system
- Examine the role of feedback in the coach/client
- Be provided with exposure and practice in how to coach people around external change factors, interpersonal issues and role related issues at work
- Examine self-responsibility and freedom of choice in relationships and within system
- Practice ways of identifying and working with clients to identify meaningful goals for coaching work context

- Explore resources and sources of information that can inform a self directed learning path and action plan
- Identify how models and tools can be used in workplace engagements and how you would select, personalize and use such tools
- Examine the power of professional coaching as it relates to the work context and the opportunities for professional coaching engagements in workplaces
- Examine ways in which you have conversations about yourself, and about coaching and the benefits of coaching with individuals who sponsor or engage coaching services in workplaces;
- Be introduced to the general principles, ethical guidelines and practices for structuring and managing a professional coaching engagement within the organizational context
- Be provided with opportunities for interaction and discussion about typical issues that come up when engaging in coaching in organizations using case situations
- Provide an opportunity to practice the coaching competencies of questioning, listening, planning and goal setting, in the context of developing a business opportunity for coaching
- Examine the integration of the science, art and heart of coaching with a focus on what it takes to BE a coach
- Be provided with a framework and approach to “step outside yourself” to become more aware of your state
- Be provided with a forum for exploring states of being and the impact of states of being in work with others
- Examine how awareness of impact can open up choices for ways of being different as coach and client
- Be provided with a way of integrating the knowing, about coaching with the doing and with the being of coaching, through various practice coaching opportunities

## Objectives: Moving Towards Artful Coaching

Part 3 is an opportunity to deepen your coaching effectiveness. The program is broken up into 5 different modules with exposure to different facilitators and coaching approaches, within the overall Adler coaching approach and guiding principles.

### Coaching through the lens of leadership

An opportunity for participants to see how they can creatively integrate the knowledge, skills, and tools they have gained into a coherent, long-term program for coaching around a key development area with wide applicability.

Specific objectives include:

- Examine perspectives on leadership and how these shape our orientation in the coach/client relationship
- Introduce several leadership models, explore how they blend with Adlerian coaching principles and how they can be used to coach leaders in organizations and in all walks of life
- Explore tools and techniques for coaching through the lens of leadership
- Practice coaching from a leadership perspective

### Coaching with imagination and creativity-

An opportunity for participants to explore the importance of creativity and imagination both for themselves in their coaching and for their clients, and to practice with ways and means to access these 'pathways' more effectively.

Specific objectives include:

- To access one's own inner creative resources
- To experience what it is like to coach through the lens of an artist
- To become familiar with tools and processes that assist clients in accessing their sources of creativity
- To learn to collaborate creatively with clients

### Using metaphor in coaching

An opportunity for participants to explore the power of metaphor, both for themselves in their coaching and for their clients, and to practice specific ways and means to use metaphor effectively in coaching. Specific objectives include:

- Build insight into the role of metaphor in structuring our subjective reality
- Explore the potential of this link between metaphors and subjective reality for using metaphor in coaching
- Explore different metaphors in coaching
- Practice as process for spoken metaphor exploration and transformation
- Build advanced grounding in the key skills of listening and client-centered questioning
- Develop advanced competence in attending and responding in the moment to client's language
- Develop advanced competence in 'multi-tracking' in a coaching conversation

### Integrating the Science, Art and Heart of Coaching

An opportunity for participants to explore in depth what it means to coach with heart and with artfulness while integrating the science of coaching.

Questions explored during this day are:

- What does it take to bring my full authentic being to the coach/client relationship?
- How do I inspire my own and my client's learning and self-discovery?
- How do I enhance trust in myself, trust in the process, and trust in others?
- What is the impact when I approach work and life with heart and spirit?

Through experiential activities, exploration of the tools and processes introduced in Parts 1, 2, and 3, and actual hands-on practice, you will enhance your capacity to engage with clients at the heart level, while gaining experience in the science and art of coaching. Consistent with our philosophy, you will use the lens of learning and self-discovery to look not just at your clients, but first at yourself.

### Journey towards courageous coaching

An opportunity to explore further how to integrate the being and doing strands in a long-term coaching program including addressing such questions as:

- What does it mean to be a lifelong learner?
- What does it mean to stay in discovery and possibilities?
- How do I stay grounded in spite of uncertainty?
- What do I need to do now to integrate all of the various perspectives to which I have been exposed?
- When I look forward what do I see?

The day is designed to help participants consolidate where you are now and to explore "what's next" from a number of different perspectives. The focus will be on participants' continued growth as a human being and as a coach, and on the more practical questions around what is next for you in your coaching/learning journey. As well, there are opportunities to explore what is involved in building a practice. We will also further develop the intentions and choices you have for your own personal vision. Participants again have lots of opportunities to practice coaching, with feedback.

## PARTICIPANT PROFILE

The participants in our Professional Coaching Certificate Program bring a wealth of prior experience to their coaching training. The group typically includes seasoned HR professionals, training and development professionals, organizational and change management consultants, outplacement and career consultants, senior managers in a variety of organizations, as well as counselors and therapists with an interest in the workplace. Some of the participants work as external coaches and consultants, while others are internal coaches. The organizations they represent cover a wide range, from small consulting practices to major communications technology firms.

Irrespective of their background, alumni overwhelmingly rate the course as very good to excellent. In their feedback, participants singled out the following aspects of the program as particularly valuable:

- Increased understanding of coaching process
- Quality of the learning process
- Quality of the facilitation
- Value of being exposed to a diversity of practicing coaches
- Helpful guidance on suitable reading materials
- Excellent modeling of coaching by the presenters
- Innovative learning experiences
- Practical applicability of course content
- Continuous attention to learning needs of participants

Here's what Adler Graduates, with backgrounds similar to your own, have said about the results of coach training with the Adler School of Professional Coaching.

### What difference has your training at Adler made in your life and career?

*"I absolutely love the training at Adler School. I chose this school after doing some investigating, to get the best of many approaches...not to mention wonderful connections with fabulous people, and really great personal growth. I was ready for this, but this was the springboard. Coaching people, it's really my passion, When you're with a [coaching] client it's sheer magic, It was just a fabulous decision for me to take that program."*

NOVEMBER 2002

### How do you see yourself using our coach training from the Adler School?

*"I have over 20 years in management, human resources and executive experience. When I look at coaching, and specifically at the Adler program, I think it's just a wonderful opportunity to create ways to provide the one-on-one support that people need in today's corporate environment. Coaching provides the perfect way to help people surface the best of who are, and clarify for themselves what they want to be. I really think coaching is the way to develop the leaders of tomorrow. It's been just a wonderful program, and Adler is absolutely the best!"*

NOVEMBER 2002

### What worked well for me?

*"The design of the course was amazing and so in tune with the ebbs and flows of the student's energy levels and emotions on different days. With quality instruction such as this I know I will be successful as a coach!"*

JULY 2003

*"The excellence in the design, content and facilitation enabled me to appreciate and validate the field of coaching. The role playing exercises were very important. They opened me to learning, role modeled the powerful effect of coaching and how anyone can be touched by its influence."*

JULY 2003

### Overall Evaluation:

*"This is perhaps the best course I have ever taken, in the sense that the process of the course and the space in which it occurred was at least as influential in my learning as the content, which itself was great. The articulateness with which ideas were expounded was enchanting for me, especially on the part of the facilitators, but also that which came from the remarkable participants."*

JULY 2003

*"If you believe that you can, and you want to help people to bring about change and meaning in their life, the Adler will teach you how. They know what they are talking about, and the course is rewarding."*

OCTOBER 2003

## CORE FACULTY PROFILE

The faculty for the Professional Coaching Certificate Program are all accredited coaches, several of whom were trained at Adler. Faculty are selected and trained for the portions of the program they will be facilitating. Below are the profiles of the faculty who originated and developed our ICF accredited Coaching Certificate Program.

**Dorothy Greenaway, BA, MCC (Program Director and Vice President of Adler Corporate Services)** provides coaching, consulting, and custom-designed training services to support organizations who take a coach approach to leadership. As a former executive, she brings a wealth of business experience to her work with leaders and managers. Dorothy has twice been recognized for her work with Prism Award Winners, Pearson Education in 2003 and Scotiabank Commercial Banking in 2004. She is a graduate of the Executive Coaching Institute™, Dorothy has studied with the Coaches Training Institute and the Newfield Network and has completed Co-Active Space's Leadership Development program. She is accredited as a Master Certified Coach through the ICF.

**Melinda Sinclair, D.Phil, PCC (Program Advisor)** is an executive coach, consultant, facilitator and educator with thirty years experience working in a knowledge-based environment. Melinda was the original architect and designer of the Adler Certificate Program and has been involved as an instructor, supervisor, and examiner since the program's pilot in 1998. In addition to her design and facilitation work for the Adler School of Professional Coaching and Adler Corporate Services, she has an international executive coaching practice. Melinda is accredited by the ICF, and is a full member of the Worldwide Association of Business Coaches. She is also currently serving as the Adler representative on the curriculum committee of the Graduate School Alliance of Executive Coaching (GSAEC).

**Jeanie Nishimura, MEd, PCC, CPCC** is a team, leadership, and personal coach with expertise in teaching, training, and development. As a specialist in curriculum design and experiential learning, Jeanie draws on her background in the arts and adult education to create meaningful experiences that enhance group and individual learning. She collaborates with several other coaches in the creative design and delivery of coaching programs which enable organizational leadership teams and individual leaders to further develop their leadership capacities, both individually and collectively. At the Adler, Jeanie is involved in the design and facilitation of portions of the Certification Program, as well as pioneering in the areas of Parent Coaching and Team Coaching. Jeanie has an M.Ed in Curriculum from OISE/UT and advanced coaching training. She is accredited as a Professional Certified Coach by the International Coach Federation. She is also a member of the International Coach Federation and past chair of the Program Committee for the ICF Toronto Chapter.

**Darlene Russell, MLS, PCC** is a leader in providing training opportunities for coaches in Canada. She was one of the first Canadian coaches to receive the Professional Certified Coach (PCC) designation from the International Coach Federation (ICF). Darlene has a special focus on using the coaching process as a means to tap into creativity, and helping clients orient themselves around purpose and core values — issues that are increasingly important in the workplace. In addition to her coaching practice, Darlene is actively involved in designing and presenting innovative group experiences

**Adria Trowhill, MA, CPCC, MCC** is a Master Certified Coach who is a trailblazer in Canadian leadership and leadership team coaching. She is committed to bringing outstanding results, strategic thinking, passion and spirit to the workplace. Her clients are senior executives, leadership teams and coaches across the globe.

Adria is President of Posi-TRAK Coaching and Consulting Inc., a company providing a broad range of coaching and consulting services. She is also a partner in Orenda, an international organization serving individuals and organizations internationally. As Senior Consultant for an International consulting firm, Adria spent 15 years designing and delivering training and outplacement programs, as well as providing psychological assessments for senior executives. She is qualified to administer a wide variety of assessment tools. Her background in organizational and clinical psychology combined with extensive experience addressing leadership, performance, organizational development and change issues, provides a comprehensive, in-depth platform for her coaching.

Adria is also on faculty at the Academy for Coach Training in Seattle, WA. She is a past President of the International Coach Federation (ICF) Toronto Chapter, served as Canadian ICF Leader for two-and-a-half years, and is head of the Program Committee for ACTO (Association for Coach Training Organizations).

**Margie Summerscales Heiler, MS, MCC** brings a wide variety of business, organization development, human resources and leadership training experience to her coaching and facilitation engagements. She specializes in leadership training, executive coaching and mentoring, with a unique expertise in using assessments to enrich and expand talent for individuals, teams and organizations. Margie is a Certified Executive Coach with the Worldwide Association of Business Coaches and accredited as a Master Certified Coach with the International Coach Federation, where she serves on the Credentialing Committee.

**Lydia Roy BA, BEd, ACPC, PCC** is an executive and life coach, business consultant and facilitator with over 18 years of integrated leadership, business, coaching, mentoring, facilitating, career development, succession planning, performance improvement and assessment experience in both corporate and entrepreneurial settings. Lydia has cross-industry experience and a speciality in retail operations. She coaches successful executives and business professionals whose leadership and people skills may be holding them back from realizing their true goals and maximizing their professional success. She also coaches small business owners to develop and implement strategies to grow their businesses successfully.

Lydia has an active and diverse professional life. She is qualified to provide a variety of assessments including Myers Briggs, FIRO B, Predictive Index, Drake P3, and is a True Colors and Standard Deployment Inventory Facilitator. An active member of the International Coach Federation, Lydia served in a leadership role for the GTA ICF International Coaching Awareness Week for 2003 and was a member of the Board of Directors for 2004. Lydia is also a professional musician who performs for the Etobicoke Philharmonic Orchestra, and she is host of the Connecting CEO's radio show. Lydia has a passion for the arts and supports artists and business leaders to realize their dreams.

**Sue Sheldon, BSc, PCC** is a compassionate and energetic coach, consultant and facilitator who thrives on championing people to be the best they can be. Her background in sales and marketing allows her to work in partnership with her clients to help them get clear on their values, reconnect with their purpose in life, put together a plan that is in alignment with their values and then get into action to create the results they want. Since completing her professional coaching training from the Coaches Training Institute in San Rafael, California, as well as the Co-Active Space's Leadership Development program, Sue has acquired the designation of Master Certified Coach (MCC) from the International Coach Federation. Sue's practice continues to grow as she works with entrepreneurs and intrapreneurs to find balance between social and fiscal responsibility, with the ultimate goal of humanizing the workplace.

**Sara E. Thompson BA, CHRP, PCC**

loves to work with rebel leaders who want to create pockets of excellence in their organizations. Sara has received the Prism Award for Business Excellence in Leadership Coaching for two consecutive years in 2005 and 2006.

For the past 15 years, Sara has had her own leadership development practice providing strategic guidance and human resources coaching and consulting to firms in financial services, consumer goods, manufacturing, travel and tourism, healthcare, publishing, high tech and not for profit. She works in organizations with individuals and teams. Through team coaching, Sara helps groups to gain clarity on their purpose and define strategies to achieve operational results. Clients say Sara consistently provides an outstanding level of service with a true return on investment. Sara also works with individuals who want to make the most of their strengths to improve performance and relationships both at work and at home. In the words of one of Sara's long-term clients "Sara is a true 'coach' in that she asks all the right questions, helps you to focus on the necessary and important issues and guides you to make solid decisions to make changes professionally and personally."

Sara is a graduate of the Adler School of Professional Coaching, now a member of Faculty. In her previous corporate life, she worked at an operational level as Vice President, Customer Service for a large Canadian Corporation and also as Director of Human Resources.

**Jean Davies MBA, ACPC** is a workplace coach and change manager with twenty years experience in leading, guiding, mentoring and coaching for exceptional results. Her coaching clients include executives, managers, and professionals who are taking on the challenges of change. Jean was on the development and delivery team for the Prism Award winning implementation of Coaching Skills for Executives in the Commercial Banking Division of Scotiabank. A graduate of the Adler School of Professional Coaching, she is also a member of the International Coach Federation. Jean's MBA is from the Schulich School of Business at York University, and she has been certified as a Project Management Professional. In 2005, Jean was honored by the Canadian Association of Women Entrepreneurs and Executives as a finalist for the ExtraOrdinary Woman of the Year Award for her lifetime work in mentoring.

NOTES: