

# Mentor Coaching Preparation, Support and FAQ Booklet



ALEX VAN OOSTVEEN

WORD OF MOUTH COACH



EMCC Global  
Supervision  
Individual Award



EMCC Global  
Individual  
Accreditation



SENIOR  
PRACTITIONER

## Contents

Preparing for the ICF Mentor Coaching Journey .....	2
Which path to take.....	2
What to expect from your mentor coach and the work .....	2
Selecting Clients.....	3
Preamble .....	3
Which clients to work with.....	3
Paid or unpaid coaching? .....	4
Length of coaching and number of sessions .....	4
Confidentiality considerations specific to mentor coaching .....	4
Set up work with a selection of clients.....	5
Doing the Mentor Coaching Work.....	5
Selecting recordings .....	5
Competencies or Markers? .....	6
Which competencies do I focus on? .....	6
The differences between what you can expect to get from individual and group mentor coaching .....	6
Have a conversation with me .....	7
Links to ICF Resources on Mentor Coaching .....	7

## Preparing for the ICF Mentor Coaching Journey

### Which path to take

Typically you would work with a mentor coach if you are going to **renew an existing ICF credential**. However you may need to seek private mentor coaching for an initial credential depending on what your coach training programme structure.

There are numerous paths to an ICF credential. Be certain of what path to follow, and the requirements specific to your circumstances. The ICF page on [Comparing the Credential Application Paths](#) provides some details, and I recommend contacting ICF if you are in any doubt.

### What to expect from your mentor coaching

#### About the Coach as Person.

Coaches may seldom reflect on their use of the competencies, and not be familiar with the ICF application process, the mentor coaching methodology and requirements.

How your surprise to the process reveals itself, sheds light on your unique experiences of stress and problem-solving. Understanding and working with these makes for a more resilient, present and integrated coach. This may seem an unexpected outcome from mentor coaching. It is something I have found of enormous benefit and it is explicitly noted as competency for ICF mentor coaches.

#### About the Coach's Coaching.

When you submit a recorded session in your application to credential, trained assessors will check if you demonstrate coaching behaviours (core competencies) at the standard required for the level of credential you are applying for (ACC/PCC/MCC), as well as check that you do not demonstrate certain other behaviours.

You can find out more about the behaviours not to demonstrate on the ICF's page on [Updated Minimum Skills Requirements](#). Your mentor coach will encourage you to focus on the desired behaviours (core competencies/markers) instead of the "do not" behaviours. If a "do not" behaviour shows up, you and your mentor coach will look at creatively designing options which demonstrate a competency.

The mentor coaching will look at both specific instances of a competency showing up, as well as across the recorded coaching session.

#### A Supportive Process.

Mentor coaching is intended a **developmental** and **encouraging** experience as opposed to one in which you feel caught out. There are many reasons people may feel discomfort in receiving feedback. Some normal experiences are:

- Unpleasant or painful experiences of learning earlier in life
- Not feeling confident
- Not wanting to be perceived as a "bad coach"
- Anxiety around testing and performance review
- Feelings of being "under the microscope"

Your mentor coach will support you when you share what feelings come up for you, as well as work with you in a focused way on demonstrating the core competencies.



## Selecting Clients

### Preamble

A coach's anxiety, problem-solving style/s (setting high standards, not wanting to displease others, powering through, getting as much done as fast as possible, craving novelty), and self-interest may emerge as stressors in the credentialing journey.

Being mindful of these stressors and how they may play into one's biases, leads to more ethical and professional practice.

### Which clients to work with

Often coaches approach existing clients for their recorded sessions. Sometimes clients may feel resistant to being recorded, especially if they work in organisations, are high profile individuals, or if the content of the work is of a sensitive nature.

There may also be ethical concerns about disrupting established coaching relationships with requests to record sessions, in which the coach will be actively changing their coaching skills.

On a psychological level this may have a number of negative consequences, which the client may not even be aware of consciously or immediately. Also consider that **habits, patterns and dynamics with existing clients** will likely show up in recordings with these same clients. These phenomena may not be aligned with the core competencies.

As you continue to learn in the mentor coaching, it is certain you will shift how you coach. You will likely try out new approaches and behaviours actively with clients whose sessions you record. It is ethical to protect existing client relationships from these changes, though they would likely experience the benefit of your learning and development indirectly.

It is always the coach's prerogative which clients to ask for recorded sessions. For reasons above, I encourage you to work with clients you are currently not in an existing coaching relationship with. Starting a fresh coaching relationship in which the expectation is set from the beginning that the work will support the coach to reach their credential, has benefits for the coach and the client.

*The rest of this booklet is written with the presumption you will be working with new clients specific to the mentor coaching journey.*

## Paid or unpaid coaching?

I described above how your coaching will shift as you learn from mentor coaching. Some coaches are uncomfortable to charge clients, when they will be trying out new coaching skills, or coaching differently to how they have been doing. This presents a consideration for coaching both established clients or new ones.

Working with new clients may be more comfortable for both coach and client, though the client will still experience shifts in the coaching received. Options for working around this are to either offer the coaching for free, or for a reduced rate. An option is to have the number of coaching sessions capped, with the option to continue with paid work afterwards.

## Length of coaching and number of sessions

You would want your client to benefit from the coaching work, as well as benefitting yourself by using the recorded sessions for your learning and ultimately your submission to ICF.

Establishing an effective coaching relationship and getting into flow with each other and the coaching process takes time. This often comes together from **session 3** onwards (don't worry if this is not always the case). Factor this into your coaching agreement with your selected clients. Once the coaching relationship reaches this stage, you will probably have **opportunity** to demonstrate the **full scope of competencies**. Consider giving yourself and the client enough time to work together in this stage, to adapt and experiment with new learning from the mentor coaching. A ballpark figure is **6 to 8 sessions**.

After this, your client might want to continue working with you, and presuming you have completed your mentor coaching journey, you could re-contract with them for paid work. Sharing this option in the initial contracting is wise, ethical and mitigates surprise at the shift to paid work if applicable.

## Confidentiality considerations specific to mentor coaching

There are a number of parties you would share your coaching recordings with, including:

- The transcription service
- Mentor coach/s
- Mentor coaching group members
- ICF assessors

It is important that in contracting for the overall relationship, your client is aware of and consents to this, or may have conditions relating to such.

Clients may mention names of people and organizations in recordings. Contract with your client that these will be heard by the parties above. Also contract around

confidentiality with mentor coaching group members if such information is in a recording you bring.

Honour your country's specific requirements regarding client data protection and security.

## Set up work with a number of clients

Common challenges:

- some clients may not show up
- clients may back out a few sessions in
- clients may not be ready for coaching
- clients may take up all the airtime and give no opportunity for you to coach,
- in some cases sessions way not work out well for your recordings.

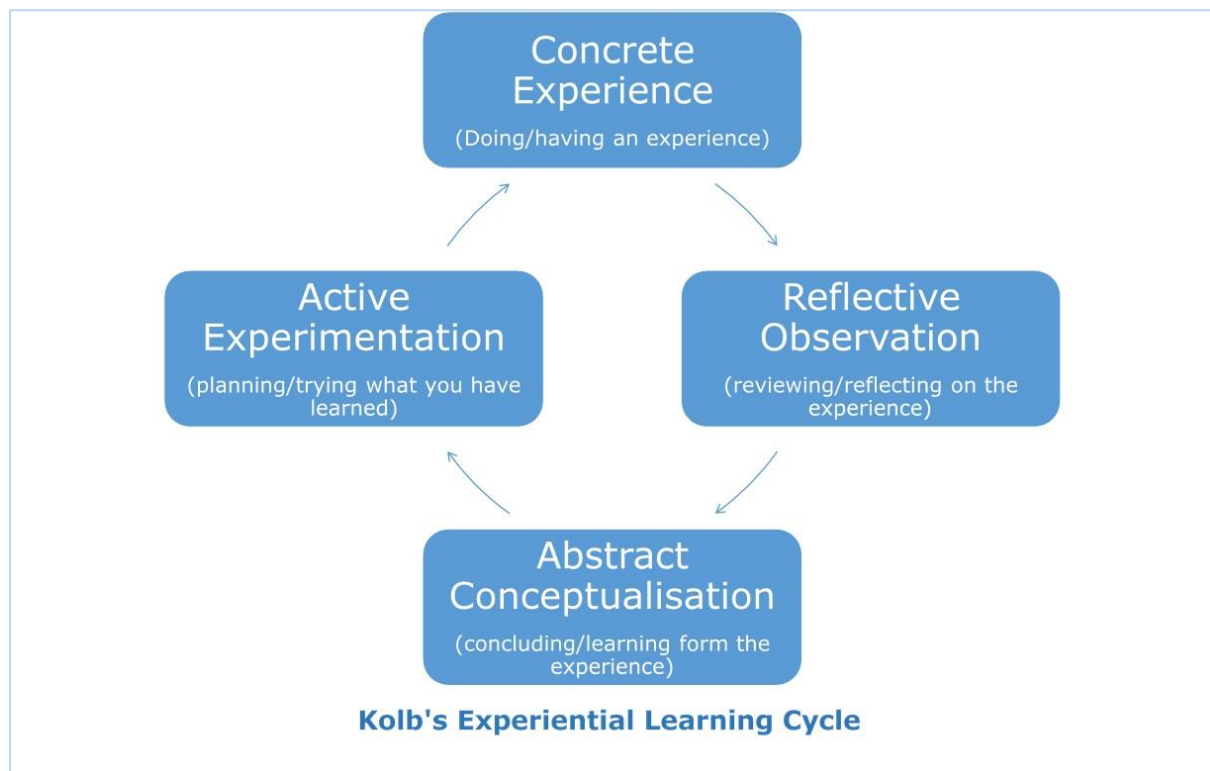
Starting with a large enough selection of clients accommodates these unfortunate possibilities.

## Doing the Mentor Coaching Work

### Selecting recordings

Find a valuable balance between variety of clients/styles, number of recordings, "good/bad" sessions etc.

Kolb offers a useful learning approach which can easily be used in your mentor coaching. Coach a client, review the work in mentor coaching, relate it to the core competencies, try out new approaches, repeat.



Approaches which yield best results,

- Choose a selection of sessions demonstrating strengths and areas for development
- Work with recordings from various clients
- Ensure all core competencies have been covered by the time you end mentor coaching
- Ensure all aspects of a session (beginning, middle, end) have been covered by the time you end mentor coaching

Approaches which do not yield best results,

- Cherry picking your best sessions
- Picking only your worst sessions
- Working with one recording for all your mentor coaching
- Working only on one core competency
- Only working with one portion of recorded sessions (beginning, middle, end)

## Competencies or Markers?

The behaviours coaches must demonstrate for the work to be considered coaching are called [core competencies](#) and they apply to all levels of credential. [PCC markers](#) distinguish the coach's use of the competencies as being on PCC level. If you are aiming for an ACC then the feedback language will relate to the core competencies. If you are aiming for PCC then the feedback language will relate to the PCC markers.

## Which competencies do I focus on?

By the end of your mentor coaching you should have focused on all the core competencies. They have considerable breadth and depth, so a useful approach is to work with a selected few at a time. Some coaches start with what they do well, some with their areas of development. Your mentor coach will provide input on both of these.

## The differences between what you can expect to get from individual and group mentor coaching

In individual mentor coaching you will be afforded more time. This allows deeper insight into areas of interest, and/or a greater breadth of review.

In group mentor coaching you will be afforded less time to focus on your specific recording, so setting an agenda for yourself in each session is useful. You will however be afforded the benefit of learning from other coaches who use different approaches, clients, coaching models and reference frameworks.

Groups also come with a sense of community, support, friendship, encouragement, diversity, and partnership.

## Let's discuss your needs



Alex van Oostveen

### Mentor Coaching Connection and Mapping Session


 Web conferencing details provided upon confirmation.

Meet with me online where we can get to know each other and map out your need regarding mentor coaching. This meet-up is to check if we continue to work together, it is not an in depth session. A confirmation email will confirm your appointment.

#### Select a Date & Time

< >

SUN	MON	TUE	WED	THU	FRI	SAT
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

 Central Africa Time (09:47) ▾

## CLICK HERE TO START

**Let's work through it together!**

## Links to ICF Resources on Mentor Coaching

[Mentor Coaching Page](#)

[Mentor Coach Duties and Competencies](#)

[Updated Minimum Skills Requirements](#)

[Comparing the Credential Application Paths](#)