



**Association of Coach Training Organizations**

*A dynamic community of peers on the leading edge of training excellence and innovation*

**Organization Name: Professional Coach Certification Program, School of Leadership & Professional Advancement, Duquesne University**

Website: <http://www.duq.edu/academics/schools/leadership-and-professional-advancement/certificate-programs/professional-coach-certification>

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**What specific theorists have contributed to your coach training philosophies?**

Henry and Karen Kimsey-House, John Whitmore, Chris Peterson, Martha Lasley, Virginia Kellogg, Richard Michaels, Sharon Brown, Richard Schwartz, Daniel Goleman, Thomas Gordon, Stephen Covey

**What delivery method does your program use? (e.g. Face to Face, Virtual)**

Face to face, online, webinars, phone.

**How many participants are in a program?**

Up to 24.

**What are the foundational core competencies that your program supports?**

All ICF competencies

**Who are your students?**

Drawn primarily from Pittsburgh and surrounding regions and states, our students are internal corporate coaches, career-transitioning professionals, individuals seeking personal development and growth in their relationships, professionals who prefer to study in an academic environment, HR executives, and coaches who want official certification and prefer a program versus a portfolio review.

**What philosophy(s) does your program use for the personal development of coaches?**

Adult learning model – hence, we give our students opportunities to offer suggestions, make choices, and offer feedback. We offer multiple ways to make up sessions when “life happens” while still maintaining our standards.

Multiple intelligences – hence, we give our students multiple ways for learning a concept

Active learning – hence, we have students apply reading and didactic teaching through a variety of exercises in a variety of environments

**What do you do to support your students to determine the ROI of a coaching relationship?**

We teach them to assess the impact on the individual client.

We encourage them to develop clear contracts for the coaching engagement and to develop a clear expectation in each session.

We encourage them to work with a sponsoring organization to determine desired and actual results.

**What kind of support, if any, does your program offer to your learners in developing a coaching business or managing an internal coaching program?**

We believe this is one of our distinguishing competencies. We provide our students with 15 hours of specific business-development competency, as well as a 15 hour course on developing a web presence

which is supportive of business building (this latter is an optional elective.) Also, as faculty we represent a number of different business models, which serves our students well. Additionally, we have our students interview at least three coaches to see how these coaches present their business; we have a panel of coaches that answer questions related to business building; we partner with the local Small Business Development Center (SBDC) to introduce students to a free business building resource (Our Duquesne SBDC is staffed by a coach who went through out program). Finally, we hold a special optional 2 hour workshop led by a business building coach to review all of the technical aspects of building a sustainable, family supporting business.

**What, if any, are the prerequisites for a student to enter your program?**

We require a Bachelor's degree or equivalent or extensive related experience along with a Letter of intent and a personal interview with one of the co-directors and a formal application including academic transcripts.

**What else do you want us to know about your program?**

Do to the nature of our program we develop a strong community of learners who often stay connected with each other and with the program long after they complete their coach training. We often get feedback from our students that they did not expect that the program would be as personally transforming as it is. Also, we have intentionally designed the program with an emphasis on skills and behaviors rather than a particular coaching niche. This attracts a diverse student population which makes the program experience much richer.