Is a Coaching Association in Your Future?

Teens Can Help Classmates Recognize Depression

Famous Mentoring Pairs Leave a Legacy of Beauty and Joy

Gratitude Will Boost Employee Engagement

Review of L. Zachary’s & L. Fain’s New Book on Mentoring

Plus Inspirational Quotes from a Variety of Reliable Sources
Our Intention
*The Peer Bulletin Magazine* is an independent, international, subscriber-funded, advertising- and promotion-free magazine. We believe in nurturing the human spirit by drawing upon the wisdom and practices of many traditions, our subscribers and other contributors, all of whom are making a difference in the fields of peer assistance, mentoring and coaching.

The content of our magazine bridges the gap between science and art, as well as the gap between thinking and doing. We offer our readers the opportunity to connect with an international network of practitioners, writers and researchers who are dedicated to inspiration, cooperation, respect, positive regard, hope, compassion, and equality throughout the world.

Subscriber Services
*The Peer Bulletin Magazine* (ISSN 1488-6774) is published on an irregular schedule with updates in between issues published on our Peer Resources International Facebook page. The focus of each issue is on assistance for business, community, education and agency personnel to achieve balance, well-being, and prosperity in heart, mind and soul. Subscription fees are available online.

Previous issues of the *The Peer Bulletin Magazine* are available in the subscribers-only area.

Manuscripts
We encourage the submission of manuscripts that match our intention and do not focus on the promotion of products or services. Guidelines for manuscripts are available on request.
**FEATURES**

<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>A Guide to Relevant Organizations in Coaching</td>
<td>Rey Carr</td>
</tr>
<tr>
<td>13</td>
<td>Teens Can Teach Classmates to Recognize Depression</td>
<td>Kara Gavin</td>
</tr>
<tr>
<td>16</td>
<td>Want to Boost Employee Engagement? Be More Grateful</td>
<td>Adrian Gostick &amp; Chester Elton</td>
</tr>
<tr>
<td>18</td>
<td>“Bridging Differences for Better Mentoring”</td>
<td>Rey Carr</td>
</tr>
</tbody>
</table>

**NEWS**

<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Exclusive Offers for Subscribers</td>
</tr>
<tr>
<td>23</td>
<td>Research Articles</td>
</tr>
<tr>
<td>26</td>
<td>No-Cost Resources</td>
</tr>
<tr>
<td>28</td>
<td>Two Events</td>
</tr>
<tr>
<td>30</td>
<td>Access the Archives</td>
</tr>
<tr>
<td>31</td>
<td>Copyright</td>
</tr>
<tr>
<td>32</td>
<td>The Four Previous Issues of The Peer Bulletin</td>
</tr>
</tbody>
</table>

**SHORT & SWEET**

<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>The Legacy of Mentors</td>
</tr>
<tr>
<td>25</td>
<td>Lifetime Award for Rey Carr</td>
</tr>
<tr>
<td>29</td>
<td>All the Best Publications</td>
</tr>
</tbody>
</table>

**The Legacy of Mentors**
Mentoring plays a major role on Broadway, jazz creativity, and popular culture. We also note the passing of a mentor who created the legacy of coaching psychology.

**Lifetime Award for Rey Carr**
The National Association of Peer Program Professionals awarded their Lifetime Meritorious Service in the Peer Program Field Medallion to our Editor-in-Chief.

**All the Best Publications**
A curated list of top publications associated with mentoring, coaching and peer support reveals that there are 16 professional journals or magazines that highlight the best research and thinking in these fields.

**About Our Cover Photo**
Life is full of contradictions. My first surfing lessons came from a high school girlfriend in frigid water. But I couldn’t swim; I was afraid of the water, and I needed a wet suit. I still can’t swim; I’m still afraid; and I wear multiple layers of clothing even in summer. Goethe said, “What we agree with leaves us inactive, but contradiction makes us productive.”
The emergence of coaching, particularly personal, life, and career coaching and business coaching, including entrepreneur, corporate and executive coaching has been accompanied by an increase in the types of organizations aimed at supporting coaches.

Generally these coach groups fall into six categories:

- Professional Associations;
- Service Organizations;
- Support Networks;
- Consortiums;
- Franchises; and
- Coaching Corporations.

This article details the criteria for each category and provides examples of coaching organizations that appear to fit each category. The categories are not mutually exclusive. One organization may have characteristics that fit in more than one category, while other organizations listed may just barely have enough characteristics to fit a category.

My goal in providing this information is to help coaches and potential coaches make informed decisions about what type of organization might best meet their vision and goals.

Not everyone agrees that coaching can be called a “profession.” Some believe it is better called an “emerging discipline” or “field”, while still others believe coaching is an “art.”

Unlike traditional professions, coaching is dominated by independent, non-affiliated practitioners. But more and more coaches are beginning to see the value in joining with other coaches in more formal ways to elevate standards of practice, network with experienced practitioners, decrease a sense of isolation, benefit from on-going education, and enhance the value of coaching in society.

The examples of organizations we have provided here (in a list that follows each criteria description) are examples of the top organizations in the coaching field. However, this is not an exhaustive list. Their inclusion here does not necessarily indicate an endorsement of any particular organization. For more complete information about any of the organizations, consult their websites. The primary purpose of providing these listings is for educational purposes.

**Professional Associations**

Back in the old days it was fairly easy to distinguish what was a profession. Teaching, Medicine, the Law, and the Clergy pretty much filled the entire list. Today the word “professional” can be applied to many roles and often can mean simply someone who is really good at (and really dedicated to) what they do.

This informal definition, however, is not good enough for academics or a standard dictionary. Although there is no consensus as to what constitutes a profession (and even dictionaries vary somewhat in their definitions), there are some general criteria that can be used to determine whether an association can rightly use the term “professional.”

If you are considering joining a professional organization, here are nine generally agreed upon criteria. Note that coaching organizations that call
themselves professional differ on the degree to which they fully exhibit each of these criteria.

Membership standards must be demonstrated in order to join. This can take the form of previously passed examinations, certifications achieved, graduation from specified schools or training institutions, and other types of activities that must be completed prior to membership. Membership standards typically imply that a potential member has a special knowledge base, backed by research and theoretical understanding; a skills base, backed by a standard or minimum number of hours of hands-on instruction; and a competency base, backed by review under qualified supervisors. Organizations differ as to the degree they require documentation of such foundations and may have membership categories to reflect progress on achieving various competencies.

Standards for professional practice are clearly stated and prominently displayed. Written acceptance of such standards is required for membership. Standards are most often expressed through a Code of Conduct or a Code of Ethics. Standards are typically emphasized as being “high” and serve to guide members with respect to dealing with the public and each other. Organizations differ as to the degree they provide monitoring, review or discipline of members with regard to adherence to or violation of such codes and standards. In most cases such codes and standards are developed by peers within the organization and may be updated from time to time as practice issues emerge. Such codes or standards typically go beyond the personal/moral obligations of individual members.

Professional development of members is considered a high priority and the organization provides publications, seminars, conferences or other materials or events exclusively to or for the use of members. Organizations differ as to the degree they admit non-members to such events or provide them with access to their publications.

Advocacy is a major activity of most professional organizations. A typical professional organization takes a proactive stance and seeks out ways to educate the non-member public prior to problems occurring. This may take the form of public comment on issues related to the expertise of the membership.

Financial solvency is essential for every professional organization. Whether the organization is for-profit or not-for-profit appears less important than whether the accounting practices, management of funds received from members, and disbursements for the organization are made in a way that is responsible, accountable, and relevant to the publicly-stated purposes of the organization. Transparency and reporting to members will differ based on the degree to which the organization is a profit or non-profit group. Professional organizations typically employ staff members or subcontract with specialists who provide various support and business services.

“\textit{When you’re creating an environment to support your goals, remember that you get in life what you tolerate. Put another way, you will get in life what you accept and expect you are worthy of.}”

~ Darren Hardy ~

Leader of Success Mentor Network, interviewer and motivational author

Biography...Twitter
Social responsibility has come to play a larger role in the last 30 years with regard to professional organizations. Typical ways that professional organizations demonstrate this factor is through volunteer work, creation of no to low cost services for certain segments of the population, providing personnel to comment on or respond to a variety of social issues and concerns, and attending to the non-professional aspects of member welfare through health benefits, group insurance, retirement programs, career development support and other activities. In addition a profession emphasizes a duty to serve others over the self-interest of individual members.

Common goals and vision are typical of the members. While considerable debate, questioning and conflicts can occur amongst members regarding policies or structure, members typically agree as to the basic purpose or goals of the work focus of the individuals within the organization.

Governance is typically driven or controlled by members. Election of officers, annual general meetings, and chairing of committees are common to professional organizations. Depending on the size of the organization, paid staff may be involved in assisting the organization to achieve or maintain its goals. In some cases professional organizations involve members in a number of activities, but do not have officials elected from the membership. Instead they typically have advisory boards consisting of well-known or highly respected members of the organization.

Relationships with the public and other organizations such as relevant government bodies, competing or related organizations, and training institutions are maintained on an ongoing basis. In some cases the professional organization will create standards that will be used to accredit schools, or will advise government agencies on licensing and certification. Often a professional organization will govern itself in a way to minimize involvement of outside agencies in setting guidelines, standards or laws specifically pertaining to member activities. The public typically expect that the organization represents the highest standards associated with the practice of the profession and protects members of the public from exploitation or abuse by members.

<table>
<thead>
<tr>
<th>Examples of Associations</th>
<th>Website</th>
<th>Location</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa Board for Coaching, Consulting &amp; Coaching Psychology</td>
<td>ABCCCP</td>
<td>Hatfield, South Africa</td>
<td>200</td>
</tr>
<tr>
<td>National Board for Health and Wellness Coaching</td>
<td>NBHWC</td>
<td>California</td>
<td>3,363</td>
</tr>
<tr>
<td>International Association of Health Coaches</td>
<td>IAHC</td>
<td>Washington, DC</td>
<td>80,000</td>
</tr>
<tr>
<td>National Society of Health Coaches</td>
<td>NSHC</td>
<td>Tennessee</td>
<td>5,600</td>
</tr>
<tr>
<td>The Biblical Alliance of Christian Life Coaches</td>
<td>BCACLC</td>
<td>New York</td>
<td>1,410</td>
</tr>
<tr>
<td>International Christian Coaches Association</td>
<td>ICCA</td>
<td>Not specified</td>
<td>6,000</td>
</tr>
<tr>
<td>Gay Coaches Alliance</td>
<td>GCA</td>
<td>Not specified</td>
<td>70</td>
</tr>
</tbody>
</table>

Examples of Associations are continued on the next page....
### Examples of Associations

<table>
<thead>
<tr>
<th>Examples of Associations</th>
<th>Website</th>
<th>Location</th>
<th>Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worldwide Association of Business Coaches</td>
<td>WABC</td>
<td>British Columbia Canada</td>
<td>1000</td>
</tr>
<tr>
<td>International Coach Federation</td>
<td>ICF</td>
<td>Kentucky</td>
<td>33645</td>
</tr>
<tr>
<td>European Association for Supervision and Coaching in Europe</td>
<td>EASC</td>
<td>Germany</td>
<td>630</td>
</tr>
<tr>
<td>Association of Coaching Supervisors</td>
<td>AoCS</td>
<td>Not specified</td>
<td>170</td>
</tr>
<tr>
<td>Association of National Organizations for Supervision in Europe</td>
<td>ANSE</td>
<td>Austria</td>
<td>20</td>
</tr>
<tr>
<td>International Society for Coaching Psychology (previously the Society for Coaching Psychology)</td>
<td>ISCP</td>
<td>United Kingdom</td>
<td>1,500+</td>
</tr>
<tr>
<td>Institute of Coaching Professional Association</td>
<td>ICPA</td>
<td>Massachusetts</td>
<td>“thousands”</td>
</tr>
<tr>
<td>International Association of Cognitive-Behavioral Coaching</td>
<td>IACBC</td>
<td>Romania</td>
<td>No reply</td>
</tr>
<tr>
<td>The Association of Corporate Executive Coaches</td>
<td>ACEC</td>
<td>New Jersey</td>
<td>No reply</td>
</tr>
<tr>
<td>American Federation of Coaches</td>
<td></td>
<td></td>
<td>No longer in business</td>
</tr>
<tr>
<td>The International Association of Coaching</td>
<td>IAC</td>
<td>New Mexico</td>
<td>No reply</td>
</tr>
<tr>
<td>International Association of Career Coaches</td>
<td></td>
<td></td>
<td>No longer in business</td>
</tr>
<tr>
<td>International Association of Professional Life Coaches</td>
<td>IALPC</td>
<td>Iowa</td>
<td>No reply</td>
</tr>
<tr>
<td>Association of Professional Coaches Trainers and Consultants</td>
<td>ACPTC</td>
<td>United Kingdom</td>
<td>No reply</td>
</tr>
<tr>
<td>International Authority for Professional Coaching and Mentoring</td>
<td>IAPCM</td>
<td>United Kingdom</td>
<td>1000</td>
</tr>
<tr>
<td>Association for Professional Executive Coaching and Supervision</td>
<td>APECS</td>
<td>United Kingdom</td>
<td>Not public</td>
</tr>
<tr>
<td>The Australasian Institute for Professional Coaches</td>
<td>AIPC</td>
<td></td>
<td>No longer in business</td>
</tr>
<tr>
<td>Global Body of Life Coaches</td>
<td>GBLC</td>
<td></td>
<td>No longer in business</td>
</tr>
<tr>
<td>The ADHD Coaches Organization</td>
<td>ACO</td>
<td>Maryland</td>
<td>No reply</td>
</tr>
<tr>
<td>The Professional Association of ADHD Coaches</td>
<td>PAAC</td>
<td>Not specified</td>
<td>No reply</td>
</tr>
<tr>
<td>The American Coaching Association</td>
<td>ACA</td>
<td>Pennsylvania</td>
<td>No reply</td>
</tr>
<tr>
<td>Coaches and Mentors of South Africa</td>
<td>COMENSA</td>
<td>Constantia South Africa</td>
<td>No reply</td>
</tr>
</tbody>
</table>

“The rise or fall, success or failure of your dreams is largely dependent of the association you build yourself around.”

~ Israelmore Ayivor ~

Author and life skills entrepreneur

[Blog](#) [Facebook](#)
**Questionable Practices of Associations**

1. *Exclusionary policies and practices.* The 28 current coaching associations limit, restrict or control the evolution of coaching. On the surface their restrictions seem like a good idea: they raise standards, improve competence, identify best coaching skills; increase precision of coaching definitions and terms, and encourage on-going practitioner education. However, the associations typically exclude each other when making changes, and seldom, if at all, refer to the existence of each other. In their start-up phase most associations had membership policies that were inclusive — virtually anyone with an interest in coaching could join, but their current or pending membership policies are much more exclusive and require more extensive (and costly) training or other requirements.

2. *Competing for members.* While most of the coaching associations hold not-for-profit status, they still compete with each other for members. Few individuals can afford to hold memberships in more than one of these associations, and their membership standards are restrictive enough that it would be quite unusual for an individual coach to qualify for membership in more than one. But the myriad of standards, definitions and promotion of membership benefits has created uncertainty among many coaches as to which one to join.

3. *Lack of cooperation.* Typically, coaching associations operate as if the other associations don’t exist; and as of this date only one membership-based group actually mentions and fully acknowledges all the other coaching associations on its website. In addition, the coaching associations have increased their efforts to approve and accredit coaching schools, and thus gain allegiance to their model of a coach training curriculum as specified by the association. This system, in the guise of raising standards, contributes to minimizing innovation and experimentation, and homogenizes the offerings available. In addition, one of the largest associations refuses to correct external organizations that act as if there is only one coach model.

4. *Dubious Authority.* Even more troubling is the fact that coaching associations have assigned themselves the authority to ‘grant’ accredited or approved status to coach training schools. No external authorities review or monitor their accrediting practices, and the associations are not accountable to any expert authority on accreditation or curriculum approval. As far as I could tell from enquiries to the associations, only one has the expertise and experience with accreditation and curriculum approval models that exist outside of coaching; none are members of various organizations that oversee accrediting procedures; few have consulted with or have an on-going relationship with existing agencies that have been engaged in accrediting and curriculum approval; and none have the expertise or staff hours to conduct accreditation or approval that would make them relatively equivalent to the most well-known and reputable accreditation models.

5. *Minimal continuity.* Even the methods and standards used by the coaching associations to accredit or approve coaching schools are quite different from each other. This lack of authority and coordination can and does contribute to public confusion as to what those terms actually mean. In addition this lack of continuity has contributed to more than 500 different credential designations (Carr, 2020).

6. *Allowing misinformation to flourish.* Over the last 10 years we have received many requests for coaches (RFPs) from businesses that believe one particular association is the only authority...
to certify/accredit coaches. We typically inform the requester of equal or comparable associations. In most cases, the RFP requester modifies the request to allow for other alternatives. The association does not appear to be concerned about this misinformation nor do they educate others about the multiple options that exist.

**SERVICE ORGANIZATIONS**

Service organizations are characterized by minimal membership requirements and do not typically provide standards or codes of conduct for members. Nor do they dictate to members how they should conduct their practices. While often acting in a “professional” manner and delivering their services in a professional way, these organizations can be oriented towards both education of the public and education of the membership. They typically emphasize communication with their members and often solicit responses from their membership. Their mission can range from a specific, narrowly defined focus to an extensive and broad range of services.

Often the funding or financial basis of a service organization is dependent on the sale of memberships, training, materials, curriculum or services. Because of this, service organizations are more likely than professional associations to provide up to date or cutting-edge information or resources and they may create a number of innovative, ground-breaking or controversial approaches to service delivery. While the creation and sale of these services may be based on member needs, the degree to which the "selling" takes precedence over member needs varies.

Service organizations often rely on volunteers to manage the initiatives of the service but also have paid staff members to manage the business affairs of the organization. Service organizations are typically less transparent regarding their financial affairs than professional organizations and normally do not report to the membership regarding finances. Service organizations can be either for-profit or non-profit organizations.

Typically the main difference between a service organization and a professional association is in the degree to which they are involved in governing, monitoring, or enforcing the actions of their members. While some service organizations may express or provide a list of conditions required for certain services, they typically rely on member integrity and self-review to ensure compliance with such conditions.

### Examples of Service Organizations in Coaching

<table>
<thead>
<tr>
<th>Name</th>
<th>Website</th>
<th>Year Started</th>
<th>Members Subscribers</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coachville</td>
<td>CV</td>
<td>2000</td>
<td>30,000</td>
<td>Hopatcong, New Jersey</td>
</tr>
<tr>
<td>The Peer Bulletin Magazine (formerly the Peer Resources Network)</td>
<td>PRN</td>
<td>1980</td>
<td>800</td>
<td>Victoria, British Columbia, Canada</td>
</tr>
<tr>
<td>European Mentoring &amp; Coaching Council</td>
<td>EMCC</td>
<td>1992</td>
<td>Unknown</td>
<td>Burnham Bucks, United Kingdom</td>
</tr>
<tr>
<td>International Society for Coaching Psychology</td>
<td>ISCP</td>
<td>2006</td>
<td>Unknown</td>
<td>Hertfordshire, United Kingdom</td>
</tr>
<tr>
<td>The Coaching and Mentoring Network</td>
<td>CMN</td>
<td>1999</td>
<td>Unknown</td>
<td>Oxford, United Kingdom</td>
</tr>
<tr>
<td>Christian Life Coaching Club</td>
<td>CLCC</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Unknown</td>
</tr>
</tbody>
</table>
**SUPPORT NETWORKS**

The main purpose of a support network is to bring together individuals with a common interest. Often such organizations are non-profit, fee-free entities and are run by volunteers who are highly committed to that interest. Some networks have sponsors who provide funding or other support to assist the network to meet expenses.

The network usually provides a single, specific service such as a newsletter, website or Internet discussion group. While there are normally no membership criteria and members often determine their own rules or policies regarding ways to engage with each other, the network is maintained or “moderated” by an “owner” or group of volunteer members and membership may be terminated if network rules or policies are violated. Such policies typically govern the network and are not related to practice standards or a code of ethics.

Networks are often composed of individuals at various stages of practice from novices to experienced practitioners. The emphasis is on peer learning and assisting each other with resources, materials, opinions, theoretical ideas, practical activities, dilemmas and challenges, and opportunities. While members may have their own business or company financial interests, most networks have restrictions on how promotion and marketing of individual member businesses can be conducted via the network.

One of the unique elements of a network is wide-range and type of participation of members. While networks typically have an “etiquette,” members can engage in highly opinionated comments often generating acrimonious discussion, sometimes leading to intimidation or lack of participation by other members. At the opposite end, some members volunteer highly readable and value-rich materials and commentary and often provide resources and research to benefit other members.

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<table>
<thead>
<tr>
<th>Name</th>
<th>Website</th>
<th>Year Started</th>
<th>Members</th>
<th>Subscribers</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Coaching Community</td>
<td>ICC</td>
<td>2001</td>
<td>14,000</td>
<td></td>
<td>London, United Kingdom</td>
</tr>
<tr>
<td>Coaches Helping Coaches</td>
<td>CHC</td>
<td>2018</td>
<td>10,030</td>
<td></td>
<td>Facebook</td>
</tr>
<tr>
<td>ReciproCoach (formerly ContraCoach)</td>
<td>RC</td>
<td>2005</td>
<td>3,634</td>
<td></td>
<td>Australia</td>
</tr>
</tbody>
</table>

**Examples of Support Networks in Coaching**

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**Individual Coaching Networks**

Many individual coaches or coaching schools produce subscription-based newsletters that are free of charge. In most cases these newsletters are avenues for marketing their services but they often include a variety of tools, information and alerts of value to other coaches. Many coaching ‘mastermind’ groups are also available online to support coaching practice.
CONSORTIUMS

Consortiums are similar to networks except that they typically focus on one specific characteristic or a particular set of qualifications or they have one fairly narrowly defined purpose. Consortiums often establish a code of ethics or set of practice standards. A consortium can be made up of a group of organizations focused on providing a particular service such as training. The consortium can also be made up of individual members who share a common characteristic or are attempting to achieve a common goal. In many cases, consortiums are made up of groups of practitioners who band together to form an alliance or partnership to deliver services and provide support to each other in the delivery of such services.

Consortiums can vary as to the amount of education and information they provide to the public and to members.

Membership is often by invitation. Governance can be distributed across the membership or managed by a director, leader, or principal. Their membership qualifications are typically more restrictive or less inclusive than professional associations and their operation is typically more private than support networks and service organizations.

When we first prepared the list below in 2000, there were 20 examples of consortiums in coaching. Evidently this method of organizing has less staying power and those included below have demonstrated greater agility in dealing with market forces.

<table>
<thead>
<tr>
<th>Name</th>
<th>Website</th>
<th>Year Started</th>
<th>Members</th>
<th>Location/Headquarters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Executive Coaches</td>
<td>GEC</td>
<td>Unknown</td>
<td>15</td>
<td>United Kingdom</td>
</tr>
<tr>
<td>Association of Coach Training Organizations</td>
<td>ACTO</td>
<td>1999</td>
<td>76 Organizational and Individual members</td>
<td>Unknown</td>
</tr>
<tr>
<td>Graduate School Alliance for Education in Coaching</td>
<td>GSEAC</td>
<td>2004</td>
<td>14 Institution Members 18 Individual &amp; Student Members</td>
<td>Columbus, Ohio</td>
</tr>
<tr>
<td>The Executive Coaching Forum</td>
<td>TECF</td>
<td>2001</td>
<td>Non-member</td>
<td>Boston, Massachusetts</td>
</tr>
<tr>
<td>The Executive Coaching Network</td>
<td>EXCN</td>
<td></td>
<td>50</td>
<td>La Jolla, California</td>
</tr>
<tr>
<td>The Coach Connection</td>
<td>TCC</td>
<td>2001</td>
<td>105</td>
<td>Florida</td>
</tr>
<tr>
<td>Sloan Group International</td>
<td>SGI</td>
<td>2000</td>
<td>400+</td>
<td>Melbourne, Australia</td>
</tr>
<tr>
<td>Creativity Coaching Association</td>
<td>CCA</td>
<td>2005</td>
<td>54</td>
<td>Unknown</td>
</tr>
</tbody>
</table>
FRANCHISES
Franchises are typically for-profit organizations where a particular system or approach to coaching usually developed by a specific person or group is “franchised” to other coaches for delivery. There is normally some type of contract agreement between the franchisee and the original business owner regarding fees and delivery of services, quality control, and standards. Unlike a consortium where virtually all members operate on the same level, a franchise system usually includes a financial hierarchy, but there is a wide variety of governance and accountability arrangements. Purchasing a franchise or becoming a member of one often helps coaches because the other franchisees or the head office can provide expertise, contacts, and support not available to a single coach.

Franchises provide considerable information to the public and to members.

As far as we could tell during the preparation of this article the only franchise system remaining since the publication of the original article in 2000 is ActionCoach Business Coaching (ACBC). Located in Las Vegas, Nevada, ACBC specializes in business coaching. There is a free membership category and franchises are described as worldwide. A typical fee structure for starting up with ActionCoach: Total Investment: $75,000-$1,600,000; Initial Franchise Fee: $30,000-$50,000 Royalty Fee: $1,800/mo.; Advertising Fee: N/A; Term of Agreement: 5 years; and Renewal Fee: $2,5K. From a map on the website there appears to be 81 franchises of ActionCoach.

COACHING CORPORATIONS
Coaching corporations are typically business organizations that employ multiple coaches to provide coaching services. Many of these businesses formerly only provided “management consulting” or “consulting” services. Some organizations just changed their mission to include “coaching,” while others have employed persons who have been trained specifically as business or executive coaches. Some coaching corporations only provide coaching services. The organizations listed here are the largest and most reputable and typically have been in operation for several years.

Examples of Coaching Corporations:
- Blessing White
- Center for Creative Leadership
- Center for Management & Organization Effectiveness
- CoachSource
- FranklinCovey
- Ken Blanchard Companies (also known as Coaching.com)
- Korn/Ferry International
- Right Management
- True North Leadership

We hope these listings can help coaches sort out the myriad of choices regarding joining an organization. We continue to stay away from evaluating the quality of the organizations on the basis of encouraging coaches to find the fit that is right for each person.

REFERENCES

High school students can improve their peers’ understanding of depression, and their attitudes about seeking help for themselves or others, according to a new study.

The findings come from a rigorous evaluation of a program created by the University of Michigan Depression Center, which students and educators used in 10 high schools.

The manual for the Peer-to-Peer Depression Awareness Campaign (P2P), is available to The Peer Bulletin Magazine subscribers and is free for any school to use. In a new paper in the journal Psychiatric Services, researchers (Parikh, et.al. 2018) describe the P2P program and the results of pre- and post-implementation measurements of its effect.

Data from 878 students show that after student-led depression awareness campaigns in their schools, students were more likely to say they:

★ Feel confident identifying the signs of depression in themselves or others
★ Would ask for help if they had depression symptoms for more than two weeks
★ Understand that depression runs in families and cannot be controlled through “willpower”
★ Feel confident in their ability to help friends access mental health services
★ Would feel less embarrassment about being seen going to a school social worker or psychologist
★ Would seek help from other sources such as a teacher, clergy, helpline, or coach if they were having a personal or emotional problem
★ Are comfortable discussing mental health with other students at school
★ They were also less likely to say that a hypothetical new student with depression at the school would make them feel uncomfortable, or that they would stay away from such a student.

Depression Starts Early

“Depression often starts early in life, so our efforts should match that. Providing education and advice on recognizing depression and anxiety, and destigmatizing it, begins in the schools,” says Sagar Parikh, the study’s lead author and associate director of the

“In the United States, approximately 7.5 percent of teens have experienced depression in the past year. Depression is a common illness worldwide, with more than 264 million people affected.”

~ World Health Organization ~
Depression
Depression Center. “Our center has worked with the schools to deliver programs by students, for students, in the name of student health. And our research evaluation of the programs shows it is well-received and very helpful.”

Nationwide in the U.S., about 7.5 percent of teens have experienced depression in the past year, according to recent research. Depression is linked with alcohol and drug use, smoking, poor academic performance, and problems with parents and peers. Depression and these other behaviors are also linked with suicidal thinking, attempts, and death by suicide.

“We are currently in 13 high schools in two counties in Michigan, and this year we’re piloting the program in nine middle schools,” says study coauthor Stephanie Salazar, who runs the program. “As the program continues to grow, we hope that the manual will help others to develop similar programs in their schools in order to help students to reach their peers with these important messages in effective and meaningful ways.”

Salazar and her team are welcoming inquiries from schools that want to use the P2P approach, and hope to collect more pre- and post-campaign data to measure its effects.

**Peer Advocates**

The program uses a “peer advocate” method to train high school students to understand depression and effective methods for reaching and listening to their peers. The goal is to create a supportive environment that allows students to connect with information and treatment resources.

Each P2P team at each school in the study worked with school faculty and Depression Center staff, including a one-day training session at the start of the school year, and ongoing help with reviewing campaign plans and materials.

But students had broad flexibility in how they designed and carried out their plans. These included videos, posters, classroom resources, assemblies, giveaway items, and even a confidential way for students to express concern about a fellow student’s mood and behavior.

On average, each school’s P2P team included 12 students who carried out five activities as part of their campaign. They also gathered with other P2P students and Depression Center staff at the end of the school year to report on their efforts and learn from their peers.

> “Peer helping is based on the fact that youth often seek out their peers when they are experiencing some frustration, worry, or concern. Children and adolescents often want to help each other, but they are often puzzled about what to do or how to do it. Peer helping can be an informal, naturally occurring activity, yet in schools throughout North America, peer helping is generally associated with a formal, deliberate, adult-supervised program.”

~ Rey Carr ~
Retired CEO of Peer Resources and Editor, The Peer Bulletin Magazine
Mentored by Leo Buscaglia among others
Quote from Maximizing the Power of Health Education Through the Use of Positive Peer Pressure (2015)
The study’s questionnaire was developed with survey experts at the University of Michigan Institute for Social Research. It asked about a wide range of items regarding understanding of depression, seeking help, and understanding stigma against those with depression. The questionnaire was given before and after the campaign to 829 faculty-selected students who were not part of P2P teams, and to 49 of the 121 P2P team members who took part in the 2015-2016 school year.

The P2P was developed with additional support from the Michigan Institute for Clinical and Health Research and the University of Michigan Depression Center. Ongoing support for the program comes from the Ethel and James Flinn Foundation and donors.

(This article originally appeared on the Futurity blog and is reprinted here through the permission of Attribution 4.0 International license.)

REFERENCE

ABOUT THE AUTHOR
Kara Gavin, M.S., has 25 years experience as a science, health policy and medical writer. She currently works at the University of Michigan’s academic medical center, Michigan Medicine, where she serves as Research & Policy Media Relations Manager for Institute for Healthcare Policy and Innovation (IHPI).

“Words used to describe formalized peer help-intended interactions in educational institutions from elementary schools to university settings have included the terms peer advocate, peer counsellor, peer facilitator, peer mediator, peer mentor, peer leader, even peer patroller. Peer helping is clearly the most recognized and widely-used term which depicts these peer interactions.

Peer helping over the last decade has become a recognizable umbrella term for a variety of formalized peer help-intended activities in educational settings. For example, peer helping programs in schools may include peer tutors (academic and learning issues), peer mediators (student-student or student-teacher disputes), peer counsellors (one-on-one personal issues), peer mentors (older students working with younger students), and peer facilitators (support or issues oriented groups). Students typically receive training in communication and problem solving skills and then receive additional training for any specialized activities sponsored by the peer helping program.”

~ David deRosenroll ~
Co-founder of Peer Resources and trauma healing specialist
Mentored by Rey Carr and others
When leaders are grateful for their employees’ efforts, it can be a huge motivation and productivity booster, especially during tough times. That’s probably not big enough news to interrupt anyone’s lunch hour of YouTube for, right? That’s why, we ask, if gratitude is so good for us and our businesses, why is practicing it so uncommon.

In most engagement surveys we conduct, employees reporting they feel recognized or valued for their work is typically among the lowest scoring items.

We have devoted decades to coaching executives around the world how to be more effective, and we are usually not brought in to work with bosses who have, shall we say, a shortcoming when it comes to the social graces. Most are good men and women who know that showing gratitude to their folks is an essential part of good management. But when we interview their teams, many employees claim they actually feel under assault.

For our new book *Leading with Gratitude*, we spent years researching the psychology behind the ingratitude myths that managers fall prey to at work. For example: I just don’t have time to thank my people, it’s better to be tough and stingy with recognition, or people are just too needy these days. Meanwhile, 81 percent of working adults say they would work harder if their boss were more grateful for their work. By contrast only 38 percent report working harder when their boss is demanding and just 37 percent say they work harder if they fear losing their job.

**Three Ways to Lead with Gratitude**

When we conduct sessions with leadership teams, we introduce a series of practical steps to help managers become better at this fundamental leadership skill and build a more engaging culture. Just a few of those steps include:

1. **Soliciting and Acting on Employee Input.**

   Gratitude is about more than saying thank you, it’s about actively spotting where value is
Leading with Gratitude…(continued)

created in a team. One of the best places to improve is by soliciting and acting upon input from employees. This advice is not new, but in our work we have rarely seen managers doing it. Even more rare is to see them follow through on suggestions. Let’s face it, many ideas won’t be viable, and some people might get upset if their contributions aren’t acted upon if you don’t explain why. But openly discussing with them the reasons their ideas are not feasible and conveying authentic appreciation for the input assures them that thoughtful consideration has been given. Our research clearly shows that one of the simplest ways to move the needle on engagement is to help employees feel their voices are heard.

2. Look for Small Wins.
The most important factor in boosting motivation in the creative process is when employees feel they’re making daily progress in meaningful work: I found the bug in the system, I hit my production quota, I got a prospect to return my call. One of the most distinctive attributes of great leaders is they notice and express appreciation for small-scale efforts as much as they celebrate major achievements. Retired American Express chairman Ken Chenault told us, “The way I look at the little pats on the back: They’re signposts for how you’re doing. If I’m on a journey, I’ve got to look for signs that I’m going in the right direction. Points of recognition are those signposts that enable me to complete the journey.”

3. Tailor to the Individual.
Many leaders believe one-size-fits-all when it comes to gratitude. One manager we were coaching gave out Starbucks cards to anyone who did anything remotely noteworthy—from cleaning out the supply closet to landing a big new client. When we pressed him about the practice, he polled his team and found that a few of his employees didn’t even drink coffee. One woman was actually giving the cards she got to her neighbor, “who loved Starbucks.” Yikes. Not everyone in a leader’s care appreciates the same rewards. We humans have very different motivators at work. The nuances in a person’s specific nature show up in which of these motivators are most important, and smart leaders use the knowledge of individual motivators to tailor expressions of gratitude to each team member with very powerful effects.

There are many more practical ideas we’ve found to building a more engaged team. Perhaps most powerfully, we found that while mastering the art of gratitude is a driver of performance at work, we also discovered it helps cultivate better relationships with our loved ones as well—helping us better see them and value them. The promise of this practice is a more productive work life yes, but also a more joy-filled life overall.

ABOUT THE AUTHORS

Adrian Gostick is a global workplace expert and thought leader in the fields of corporate culture, leadership, and engagement. His books have been translated into 30 languages and have sold 1.5 million copies around the world.

Chester Elton has spent two decades helping clients engage their employees to execute on strategy, vision, and values. He serves as a leadership consultant to firms such as American Express, AT&T, Avis Budget Group and Procter & Gamble.

Both Adrian and Chester are the New York Times bestselling authors of Leading with Gratitude, The Carrot Principle and All In.
When a longtime and highly respected mentoring expert like Lois Zachary comes out with a new book, I’m immediately eager to learn what she has to say. Given the comprehensive nature of her previously highly popular books, I was intrigued by what she had to say that was new or not previously included in her other books.

After thoroughly reading Bridging Differences, I not only learned what was new, but also what was strengthened in a new way. The addition of her writing partner, Lisa Fain, the CEO of the Center for Mentoring Excellence, an attorney and professional coach, clearly reinforced and introduced a new direction in this book. Still present from Lois Zachary’s previous work is the evidence-based four-phase mentoring cycle, a practical way to develop mentoring relationships that work.

One thing that has always resonated for me about Lois Zachary’s work is her emphasis on the importance of relationships in mentoring. While she and her co-author attend to traditional topics in the three major sections of the book, the theme of relationship is woven throughout. But given the importance of inclusion and diversity in the modern workforce, relationship building can be more complex and challenging. It turns out that mentoring is the key to making inclusivity and diversity an asset in an organization. The authors reveal this leadership principle in the book through case studies, idea frameworks, and practical exercises.

While other works on mentoring deal very well with the nuts and bolts of a mentoring program, this book is meant to act in addition as a guide for leaders on how to develop relationships AND transform an organization to create a learning culture. Consequently, the book has significant value not just for mentor program leaders, mentors and their mentoring partners, but also for leaders who want to create a robust, lean, and forward thinking organization.

This book is available in Canada at Amazon.ca; available at Amazon.com in the USA; or available internationally at Amazon.co.uk.

(Ordering from the links above provides a small commission to Peer Resources which is then donated to homeless youth groups in Victoria, British Columbia each December.)

Lisa Fain is the CEO of The Center for Mentoring Excellence. The Center provides comprehensive solutions to promote mentoring through learning, growth and inclusion.

Lois Zachary is an internationally recognized expert on mentoring and has been cited as, “one of the top 100 minds in leadership” today. Dr. Zachary has created a comprehensive set of resources for promoting mentoring excellence for individuals and organizations.
It is with great sadness that I learned of the passing of colleague and research mentor Anthony (Tony) Grant (1954-2020). Tony was an award-winning coaching psychology professor at the University of Sydney. He actually created the term “coaching psychology” and his research and focus in that area established an extensive academic program leading to doctoral degrees.

Tony and I communicated often about research and the importance to help coaches learn how to conduct, review and use research in their practices. He was always generous with his ideas, and he served for several years as a member of the Advisory Board of *The Peer Bulletin Magazine*.

It saddens me to have to remove his name from the magazine’s masthead, and at the same time, I know his legacy will continue to flourish because of the influence his research, mentoring and teaching had on so many people.

*Coaching at Work* published an uplifting biography of Tony that describes his early life on the streets and his remarkable progress to be one of the leading authorities on coaching. *The University of Sydney* also published a tribute to Tony that recognized his pioneering work in coaching psychology.
Mentors in the Hall of Fame...(continued)

New York-born American songwriter Frank Loesser (1910-1969) was a mentor to Broadway songwriter Jerry Herman (1931-2019), who wrote *Hello, Dolly!, Mame* and *La Cage aux Folles*. Mr. Herman was 17 when he met Mr. Loesser and said of his mentor, “That wonderful man is responsible for my life in the theatre. I met him at that crucial point in your life when you don’t know where you’re going but you have secret hopes about where it’s going to be.”

(Source: Peer Resources’ Mentor Hall of Fame)

American inspirational speaker, lawyer, New Thought spiritual teacher, author, life coach, and television personality Iyanla Vanzant is a mentor to empowerment coach, speaker, author and media personality Abiola Abrams.

(Source: Peer Resources’ Mentor Hall of Fame)
Free access to Peer Resources e-Books for Subscribers to The Peer Bulletin Magazine. Subscribers have no-cost access to updated manuals, workbooks, and papers published in an e-book version. Subscribers have permission to make unlimited copies to use in their trainings to distribute to participants. The e-versions currently available include:

- Youth Helping Youth: A Training Plan for Introducing Peer Helping into a First Nations Community by Ron Jorgenson. This manual includes the details to integrate First Nations customs and traditions with peer helping principles and activities.

- Go the Distance: Peer Helping Program Development Resource Set by Rey Carr. Includes a series of papers on peer principles, research, and using peer helping to reduce school dropouts.

- Peer Helper's Workbook: Designed to Accompany the Peer Assistance Starter Kit by Gail Roberts. Students training to be peer helpers can use this activity guide to reinforce their peer skills.

- The Theory and Practice of Peer Mentoring in Schools by Rey Carr. The original paper with diagrams that clearly show how to recruit, select, train, and supervise students as peer helpers.

Mentoring Quotes e-books One & Two

We continually search for ways to increase the benefits for subscribers to The Peer Bulletin Magazine.

We typically negotiate arrangements for discounts, find resources we believe will be of exceptional value to members, or arrange exclusive offers for members.

In most cases Peer Resources does not receive any financial gain from these offers, and they are often graciously provided by other subscribers. We also provide some unique features associated with a subscription to our magazine.

If any subscribers have a product or service to offer to other subscribers with an exclusive offer, please contact rey@peer.ca

★ New offer this month.
Exclusive Offers… (continued)

Kids Helping Kids: Peer Helper/Peer Mediator Training Manual by Trevor Cole. Has all the training activities and ideas for elementary and middle school peer work.

Kids Helping Kids: A Student Workbook and Manual by Trevor Cole. This manual is designed for elementary and middle school students to use in their training as peer helpers and peer mediators.

Am I Normal? Adolescent Development Training Manual for Peer Trainers by Rey Carr. Teen peer leaders learn about adolescent development and use their knowledge to assist peers to reduce unnecessary anxiety and worry.

The Peer Training Guide for Out-of-the-Mainstream Youth by Rey Carr and David deRosenroll. Youth that are marginalized can excel as peer helpers. This book reveals how to engage, train, and supervise these youth.

Peer Career Coaching: Engaging Young People to Find Their Assets and Live Their Dreams by Rey Carr. An explanation and plan for youth to act as peer career coaches to each other.

Maximizing the Power of Health Education Through the Use of Positive Peer Pressure by Rey Carr. Peers are essential for effective comprehensive health education. Learn how to make this a reality.

Peer Counselling: Helping Seniors Help Seniors: The Workbook by Honoré France. Suitable for seniors involved in training as peer helpers to each other. Includes activities and resources.

Peer Counselling: Helping Seniors Help Seniors: Program Guide by Honoré France. Includes everything necessary to set up a senior peer helping program, train peer helpers, and measure success.

To request any of these no-cost e-books, send an email to rcarr@peer.ca.

The Peer Assistance Starter Kit by Rey Carr and Greg Saunders. A step-by-step training manual for teens and young adults to become peer helpers. Includes answers to most asked questions about peer programs.

This study, which took place at Providence College in Providence, Rhode Island, adds to the existing literature by documenting an improvement in students’ peer coaching effectiveness over the course of the semester, as well as identifying the most important factors contributing to this improvement. The authors identify the rationale for the development of the peer coaching process and its learning objectives, as well as describe the employment of the peer coaching process. They found that training, structured peer feedback, supporting handouts, and consistent practice of peer coaching were the most important factors to becoming an effective peer coach.

The most challenging factors to students in becoming an effective peer coach were developing their ability to effectively listen to their peers, and the fear associated with asking their partner challenging or probing questions. Rather than listening, students found themselves interjecting their opinions, offering advice, talking about themselves, or relating what their partners were saying to their own lives, if only in their minds. The researchers found the most effective aspects of students’ peer coaching in supporting peers’ leadership development were being nonjudgmental, listening, accountability, and asking questions. The team of authors present suggestions to prepare instructors and students to employ a peer coaching process, as well as possible adaptations.


During the past decade, mentoring has proliferated as an intervention strategy for addressing the needs that young people have for adult support and guidance throughout their development. Currently, more than 5,000 mentoring programs serve an estimated three million youths in the United States. The authors use meta-analysis to take stock of the current evidence on the effectiveness of mentoring programs for youth. The meta-analysis encompassed 73 independent evaluations of mentoring programs directed toward children and adolescents published over the past decade (1999–2010). Overall, findings support the effectiveness of mentoring for improving outcomes.

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**Research, Resources and Awards to Guide and Inspire Professional Practice**

*Peer Bulletin Magazine* staff scan the professional and popular literature for articles, books, videos and other useful reference materials.

Our goals are to assist subscribers to find the latest research and to help our subscribers identify studies or resources that would be useful in their own work.

Some articles are available to subscribers through special arrangements with the authors/publishers. Other articles may be available through our subscription services.

Two excellent resources for thoughtful articles and the most up-to-date research in the fields of coaching and mentoring are: (1) The Library of Professional Coaching ([link](#)); and (2) The Chronicle of Evidence-Based Mentoring ([link](#)). Access is free to *Peer Bulletin Magazine* subscribers.

* When an entire issue of a serial periodical is worth reading, a red asterisk is placed next to the entry.
across behavioral, social, emotional, and academic domains of young people's development.

The most common pattern of benefits is for mentored youth to exhibit positive gains on outcome measures while nonmentored youth exhibit declines. Variability in program effectiveness, although less pronounced, also continues to be evident even after accounting for methodological differences in studies. In analyzing this variability, the authors found that programs have been more effective when (a) participating youth have either had pre-existing difficulties (including problem behavior specifically) or been exposed to significant levels of environmental risk, (b) evaluation samples have included greater proportions of male youth, (c) there has been a good fit between the educational or occupational backgrounds of mentors and the goals of the program, (d) mentors and youth have been paired based on similarity of interests, and (e) programs have been structured to support mentors in assuming teaching or advocacy roles with youth. (The complete article is available to subscribers to The Peer Bulletin Magazine.)


Workplace stress is becoming an acknowledged problem, and employee assistance programmes typically focus on ways to reduce workplace stress. The authors of this article believe that senior executives are often ignored when it comes to dealing with their stress. There is a taboo among this group about admitting to overwhelming stress, as the executives themselves can consider it a sign of weakness. Executive coaches often pick up symptoms of underlying stress, including sleep deprivation, or substance abuse in leadership development programmes or executive coaching sessions. However, unless the coach is a trained stress expert, medical doctor, or psychotherapist, he or she may feel unequipped to help a senior executive deal with stress.

This article introduces an interpretative protocol to gage senior executive stress to flag up potential stress issues and areas to be addressed in coaching or by health professionals. Based on a literature review on common workplace stress factors and symptoms, the authors identified five areas in which senior executive stress may arise. In a next step, following a psychodynamic approach, they developed an interpretative protocol that can be used in conversational or observational approach to gage stress in these areas.

The authors' intent was to achieve a delicate balance between flexibility, face validity, and academic rigour. They argue that the protocol they developed helps the coach to detect and interpret stress indicators despite possible self-deception and impression management by the person being coached.


The purpose of this study was to determine the impact of a peer-led, school-based programme (Students As LifeStyle Activists; SALSA) on energy balance and related behaviours (EBRBs) in New South Wales Grade 8 students, and the cost of implementing the programme. Grade 10 students (15- to 16-year-olds) were trained by university students to deliver four lessons on healthy eating and physical activity to Grade 8 students (13- to 14-year-olds).

Students completed an online questionnaire pre-post lessons on EBRBs and intentions to change EBRBs over the next month. Items included fruit, vegetable and sugar-sweetened beverage (SSB) intake, frequency of eating breakfast, participation in moderate-to-vigorous physical activity (MVPA) and school-day recreational screen-time. Pre-post changes were analysed. The average actual cost of implementing the SALSA programme in 2014-2015 was AU$1,388 (US$958) per school and AU$9.97 (US$6.88) per student. The authors concluded that the SALSA peer education programme had a positive impact on most of the dietary EBRBs examined. The cost evaluation showed that it is a relatively low-cost programme to implement.
Recognized by Peers

Rey Carr Honoured with Lifetime Meritorious Service Award

The Peer Bulletin Magazine Staff

From the Board of Directors of the National Association of Peer Program Professionals:

“Your distinguished service to peer programming through Peer Resources has spanned more 47 prolific years. Your free online presence for close to 40 years is amazing. You are recognized as one of the Founding Fathers of the Peer Helping Movement. And archiving everything on your 3000+ page website including your online files and documents, back issues of your magazine, manuals and guides to be accessible by just sending you a request by email is outstanding.

Making your most popular articles downloadable free to practitioners who need information, research, training, or consultation for mentoring, coaching, and peer assistance attests to your continued selflessness and altruistic motives in your ‘retirement.’ Your business model of free stuff, no advertising or commercial pitches, and recognizing and promoting others doing great work in peer support, coaching, and mentoring was truly groundbreaking and inspired much replication.

We are all sad that this model is no longer viable. Perhaps most of all we admire your prodigious and innovative outreach in training mentors, coaches, and peers to effectively serve culturally diverse, sensitive, and isolated populations. We look forward to following your Facebook page for new peer, coach, or mentoring resources and wish you all the best in your new pursuits.”

Signed this 22nd day of October 2019, by the NAPPP Board of Directors:

Joshua Berger
Boone Benton
Roselind Bogner
Cynthia Morton
Sue Routson
Judy Tindall
Laurie Jo Wallace
Free Resources to Guide Professional Practice

Peer Bulletin Magazine staff scan the professional and popular literature for no-cost articles, books, videos and other reference materials likely to be useful to subscribers.

Some authors and publishers send us free materials which we then make available to subscribers.

For the most part, the availability of these free resources is announced on our Peer Resources International Facebook page.

We urge members who are currently on Facebook to “like” or follow our Facebook page in order to learn about these resources.

Take a deep-dive into a new model of Team Coaching. Learn how to address the challenges that arise as focus shifts from individual leadership to cohesive teams. Learn the main pillars of the PERILL model, created by David Clutterbuck, how to apply them with teams at all corporate levels, and what hinders coaching in teams.

Peer Bulletin Magazine subscribers can view this 90-minute team coaching training via WBECs here.

The Coaching Tools Company, Inc. partnered with coach pioneer Fran Fisher, MCC to promote her “Seven Coaching Wisdoms.” These are guiding principles for professional coaches, mentors, and peer support workers that are transferable into everyday life. Learn their origins and how to use them.

Peer Bulletin Magazine subscribers can access the Seven Coaching Wisdoms here.

Long-time Peer Bulletin Magazine subscriber, executive coach and leadership consultant, Dr. Jeff Kaplan, MCC, created a tool to provide structure to a manager and his/her direct report to “co-create” their working alliance early in their new relationship. Doing this exercise can help minimize frustration and potential ruptures in the relationship that often occurs by "trial and error managing.”

The Peer Bulletin Magazine readers can download Jeff’s article here.

No bake lasagna
Free Resources...(continued)

The Centre for Addiction and Mental Health (CAMH) has released a guide advising companies on how they can support employees facing mental-health challenges. The guide, which is based on a review of existing research on mental health in the workplace, offers five recommendations for Canadian employers: create a long-term mental-health strategy for the entire organization; implement mandatory training for people leaders; create tailored mental-health supports; prioritize and improve return-to-work processes; and measure and track the performance of the mental-health strategy.

The Peer Bulletin Magazine subscribers can access this workplace mental health guide at this link.

The fifth edition of Curated has been published by the Library of Professional Coaching. This edition of Curated focuses on the theme: The Role of Professional Coaching in the Engagement of Change. The theme reflects the breadth and depth of change now experienced by coaches in our world and highlights a new term—VUCA—which is an acronym for Volatility, Uncertainty, Complexity and Ambiguity. Originally a military term, VUCA once described fraught, chaotic conditions in which businesses and leaders would increasingly find themselves, and has led to much discussion about how to navigate VUCA environments. The three sections of this issue of Curated contain about 24 top-rated articles including a provocative piece by Rey Carr that questions the coaching profession’s ability to weather VUCA.

The Peer Bulletin Magazine subscribers can access Curated 2019: Seasons of Change at no cost here.

A new five chapter guide from Evercoach by Mindvalley about Relationship Coaching, “The Ultimate Introduction to Transformational Relationship Coaching: Key Concepts, Skills, and Insights You Need to Become a Successful, Life-Changing Relationship Coach.” That’s quite a claim for a free document, but Ajit Nawalkha of Evercoach is making this guide free and hopes that readers will share them on Facebook or LinkedIn. Evercoach is an online school and community for coaches that brings together ideas, training, research, and insights that are typically powerful, actionable and transformational.

The Peer Bulletin Magazine subscribers can access the relationship coaching guide here.
Upcoming Events and Announcements

14th Annual Conference

WE COUNT: UNITING THE PEER SUPPORT WORKFORCE

Baton Rouge October 19-21, 2020

The National Association of Peer Supporters is seeking proposals from presenters for the 14th Annual Peer Support Conference. The deadline for submissions is May 1, 2020. The conference will take place at the Crowne Plaza Baton Rouge (Louisiana). Details about the proposals can be found here: https://form.jotform.com/9336604254156

~ Intentional Peer Support (IPS) in New Zealand ~

March 23 – 27, 2020

Christchurch, New Zealand (Venue to be determined)

People often complete an IPS Core Training feeling inspired to share the material with others. IPS welcomes this enthusiasm and has developed a system for passing along the content of their Core Training. Their Train-The-Trainer training is a five-day, hands-on seminar that prepares and certifies IPS practitioners to pass on the content of their Core Training to folks within the organization where they work.

IPS is seeking IPS practitioners who have a solid grasp of the principles and tasks, who can clearly communicate the value of mutual relationships, and who are passionate about creating social change through peer support.

The IPS Organizational Trainer pathway is intended for organizations of 25 or less employees to increase sustainability of IPS after that organization has been trained in the IPS Core Training. At larger organizations, the scope of an IPS Organizational Trainer may be limited to specific programs or regions.

Only 14 seats are available, so please apply now. Registration Cost: $1500 NZD (not due at the time of application). Seating available for 14 participants.

Contact trainer@intentionalpeersupport.nz or visit the IPS website.
### KEY PUBLICATIONS ABOUT COACHING, MENTORING, AND PEER ASSISTANCE

<table>
<thead>
<tr>
<th>PUBLICATION</th>
<th>PUBLISHER &amp; Subscription Link</th>
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<td>★ choice: the magazine of professional coaching</td>
<td>Garry T. Schleifer</td>
<td>Yes</td>
<td>$60.00/year for 4 issues</td>
<td>52 pages Print/Digital</td>
</tr>
<tr>
<td>The Coaching Psychologist</td>
<td>The British Psychological Society</td>
<td>Yes</td>
<td>Free to members. 2 issues/year</td>
<td>80 pages PDF</td>
</tr>
<tr>
<td>International Coaching News</td>
<td>Noble Manhattan</td>
<td>Yes</td>
<td>Free. 4 issues/year</td>
<td>75 pages Digital</td>
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<tr>
<td>International Journal of Coaching in Organizations</td>
<td>Professional Coaching Publications, Inc.</td>
<td>Yes</td>
<td>Ceased in 2008; back issues available.</td>
<td>75-100 pages Print/Digital</td>
</tr>
<tr>
<td>Mentoring &amp; Tutoring: Partnership in Learning</td>
<td>Taylor &amp; Francis Online</td>
<td>No</td>
<td>$430.00/year for 5 issues</td>
<td>100-130 pages Print/Digital</td>
</tr>
<tr>
<td>Int. Journal of Evidence-Based Coaching and Mentoring</td>
<td>Oxford Brookes University</td>
<td>No</td>
<td>Free. 2 issues/year</td>
<td>80 pages PDF</td>
</tr>
<tr>
<td>International Journal of Mentoring and Coaching</td>
<td>European Mentoring and Coaching Council</td>
<td>No</td>
<td>$109.00/year for 2 issues</td>
<td>90-110 pages Digital</td>
</tr>
<tr>
<td>Coaching World</td>
<td>International Coach Federation</td>
<td>Yes</td>
<td>Free. 4 issues/year</td>
<td>38 pages Flipbook</td>
</tr>
<tr>
<td>CONNECT: The Magazine of the IMA</td>
<td>International Mentoring Association</td>
<td>No</td>
<td>Free. 4 issues/year</td>
<td>21 pages Digital</td>
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<tr>
<td>Chronicle of Evidence-Based Mentoring</td>
<td>The Center for Evidence-Based Mentoring</td>
<td>No</td>
<td>Free. 12 issues/year</td>
<td>Variable pages Digital</td>
</tr>
<tr>
<td>The Future of Coaching</td>
<td>Library of Professional Coaching</td>
<td>No</td>
<td>Free. 4 issues/year</td>
<td>Variable pages Digital</td>
</tr>
<tr>
<td>AICTP Journal</td>
<td>Association of Integrative Coach-Therapist Professionals</td>
<td>No</td>
<td>Ceased in 2017; back issues available</td>
<td>28 pages PDF</td>
</tr>
<tr>
<td>Philosophy of Coaching</td>
<td>Paul Lawrence</td>
<td>No</td>
<td>Free. 2 issues/year</td>
<td>82 pages PDF</td>
</tr>
</tbody>
</table>

★ Rated by Peer Resources as the best of the key coaching publications.
Publishing for 48 years has resulted in managing the storage of an enormous number of back issues of periodicals, copies of articles, and original documents. We have kept all documents online as they become available. This policy has resulted in an overload to our computer servers, slowing access and increasing our cost of storage.

We have moved most of our documents offline. This means that when you select a document that is now offline, you will receive a note that says the document is offline and available to you by sending an email to the address provided (please be specific about the document(s) you want).

When we receive your email, the document(s) will be sent to your email address within 24 hours. If the document is larger than typically can be handled by email, we will send you a special link that will enable you to download that document directly to your computer.

Previous and current issues of *The Peer Bulletin Magazine* are now behind a subscriber-only paywall. To obtain an unlimited subscription and access to all back issues of our magazines and our free e-books, a one-time payment is required. [Subscriptions](#).
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Previous issues of The Peer Bulletin Magazine are located in an archive. A one-time user fee of $55 provides unlimited access. A userid and password are issued once payment is confirmed. Subscriptions can be obtained here: https://www.peer.ca/PeerBulletin.html

To reply to or comment on any of the items in this current issue of The Peer Bulletin Magazine, send your reply to the e-mail address listed in the item or to: editor@peer.ca.

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Persons or organizations mentioned in any issue of The Peer Bulletin Magazine have neither paid any fees nor provided any compensation to Peer Resources.

Purchase of books or other resources through links in The Peer Bulletin Magazine typically yield commissions to Peer Resources. Commissions are donated to a local charity for homeless youth, typically in December of each year. (Donations for 2019 went to Victoria Cool Aid Society for Homeless Youth.)

Observant readers might notice slightly different spellings of the same word, such as “counseling” and “counselling” or “behaviour” and “behavior.” Choice of spelling is determined by the preference used in the country of the author. Other spelling mistakes are to encourage readers to respond to the Editor.

The Peer Bulletin Magazine is located at:
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Tel: (250) 480-9698
Skype: reycarr
LinkedIn: linkedin.co/in/spiritmentor
Email: rcarr@peer.ca

If you appreciate and value the writing, editing, fact-checking, and articles in The Peer Bulletin Magazine, please consider going to our LinkedIn profile and provide a recommendation http://www.linkedin.com/in/spiritmentor

Find Previous Articles
On the next four pages we have placed the Table of Contents for the four previous issues of The Peer Bulletin Magazine.

The Next Issue of the Peer Bulletin will be published when we have a group of inspiring articles and resources.
## FEATURES

<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
<th>By</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Peer Buddies: Welcoming Incoming Students</td>
<td>Linda Taylor</td>
<td>One of the first roles suggested by the pioneers of peer helping was to train and supervise student peers to greet and meet new and returning students. More than 50 years later, this welcoming role has expanded to include parents, administrators, teachers. An expert reveals the key factors for success.</td>
</tr>
<tr>
<td>9</td>
<td>Life Transitions: A Primary Role for Peer Coaches</td>
<td>Rey Carr</td>
<td>Peer coaches can play a significant role helping peers make transitions, particularly since almost all life transitions are marked by both loss and yearning. The roles and skills for this type of interaction are detailed.</td>
</tr>
<tr>
<td>17</td>
<td>Is Your Organisation Ready for Internally Sourced Team Coaching?</td>
<td>David Clutterbuck</td>
<td>While teams are prevalent throughout the corporate world, they are often left without support to maximize their value. Dr. C. shows how remedy that.</td>
</tr>
<tr>
<td>25</td>
<td>Rey Carr Honoured</td>
<td>The Peer Bulletin Magazine Staff</td>
<td>The National Association of Peer Program Professionals awarded their Lifetime Meritorious Service in the Peer Program Field Medallion to our Editor-in-Chief.</td>
</tr>
</tbody>
</table>

## NEWS

<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Exclusive Offers for Subscribers</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Research Articles</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>No-Cost Resources</td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Two Events</td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Access the Archives</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Copyright</td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>The Four Previous Issues of The Peer Bulletin</td>
<td></td>
</tr>
</tbody>
</table>

## SHORT & SWEET

<table>
<thead>
<tr>
<th>Page</th>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>The Legacy of Mentors</td>
<td>Mentoring plays a major role in the entertainment and arts and specific mentoring relationships in journalism, social advocacy, rock ‘n roll and folk music are highlighted.</td>
</tr>
<tr>
<td>29</td>
<td>All the Best Publications</td>
<td>A curated list of top publications associated with mentoring, coaching and peer support reveals that there are 16 professional journals or magazines that highlight the best research and thinking in these fields.</td>
</tr>
</tbody>
</table>

### About Our Cover Photo

In the midst of Winter in some parts of North America, spring bulbs are peeking through the snow. 2020 promises to be year of hope and peace in a troubled world. Victor Hugo in his work Les Misérables said: “If people did not love one another, I really don’t see what use there would be in having any spring.” We hope that your flowering projects flourish in this new year.
<table>
<thead>
<tr>
<th>FEATURES</th>
<th>NEWS</th>
<th>SHORT &amp; SWEET</th>
</tr>
</thead>
</table>
| **4** Peer Specialists in the Mental Health Workforce: A Critical Reassessment  
*By Darby Penney & Peter Stasny*  
The growing use of peer specialists in mental health facilities in the United States is not without barriers. The authors provide details of specific programs and the forces that derail this promising and productive innovation in mental health services. | | **14** Book Review  
| **8** Famous Mentoring Pairs from the Peer Resources’ Mentor Hall of Fame  
*By Rey Carr*  
The connections between 15 pairs of well-known mentors and their mentoring partner are detailed along with a quote about what they gained from mentoring. | **21** Exclusive Offers for Subscribers | **15** The Legacy of Mentors  
Mentoring plays a major role in the arts and specific mentoring relationships in journalism, fashion and ballet are highlighted. |
| **11** Improve Employee Coaching With Open-Ended Questions  
*By Russ Terry*  
Open-ended questions contribute to a coached client setting an agenda and taking charge of a coaching session. The author provides examples and a model of how to use them effectively. | **23** Research Articles | **28** Two Events |
| **17** Sustaining Intentional Peer Support in Crisis Alternatives  
*By Shery Mead*  
The author, a founder of Intentional Peer Support, outlines its tenets and shows how it differs from traditional notions of “help” in the mental health arena. | **26** No-Cost Resources | **29** Access the Archives |
| | **30** Copyright | **31** The Five Previous Issues of The Peer Bulletin |

About Our Cover Photo  
Writer Edith Sitwell thought that “Winter is the time for comfort, for good food and warmth, for the touch of a friendly hand and for a talk beside the fire; it is the time for home.” We hope the holidays that occur during Winter bring you joy and lift your spirit to new heights. We hope this issue of The Peer Bulletin Magazine will help readers find inspiration, connection and a sense of belonging in the direction that is being led by mentoring, coaching and peer support.
FEATURES

4 The Five-Step Model for Sustainable Peer Mentoring Groups
By Rey Carr
Peer mentoring groups are spreading around the world to accomplish a number of business, professional and personal goals. Sadly, many participants have dropped out because the groups lack consistent structure and reciprocal leadership.

13 Using Extraordinary Experiences to Verify The Competence of a Mentor
By Stephen Hobbs
A new organization has been created to focus on validating the competence of mentors. Their standards are explained and detailed in this article.

17 The Value of Peer Support in the Fight Against PTSD Amongst Firefighters
By Mark W. Lamplough Jr
Responding to the civil disasters and traumatic events in society can take its toll on the helpers. Peer support is essential for keeping helpers safe & healthy.

21 The Center for Mentoring Excellence Interviews Rey Carr
By Mentoring Matters
The CEO of Peer Resources shares how he became involved in mentoring and what he sees as both obstacles and supports for the future growth of mentoring.

NEWS

24 Exclusive Offers for Members

26 Resources, Research and Freebies

30 Attend an Event

SHORT & SWEET

11 Giants of Mentoring
Of the 30 thousand mentoring connections in the Mentor Hall of Fame, we detail the multiple mentoring relationships in the world of sports and music. In both these areas, cross-gender mentoring is common.

31 Access the Archives

32 Copyright

34 The Five Previous Issues of the Peer Bulletin

About Our Cover Photo
Our journey to contribute valuable information to the coaching, mentoring and peer support communities started in solitude and on a path that was unpaved. Now, such information has become overwhelming and everywhere, but we continue to focus on simplicity, beauty, and purpose. We hope you are delighted to receive another issue of the Peer Bulletin Magazine.
FEATURES

4 Assisting Clients to Create an Authentic Apology
By Rey Carr
At no other time in our history has expressing an apology gained more attention. Constructing an authentic apology seems beyond the reach of those who need to make one. The five points detailed here can help many find a route to honestly felt and experienced sincerity.

11 Research Reveals the Impact of Peer Coaching in the Workplace
By Kerryn Griffiths
While peer coaching and peer mentoring have become highly popular in workplace settings, evidence-based practice is severely lacking. A recent study shows some surprising and generalizable outcomes.

NEWS

14 Exclusive Offers for Members

16 Resources, Research and Freebies

19 Attend an Event

SHORT & SWEET

8 Mentors in Memorium
Of the 30 thousand mentoring connections in the Mentor Hall of Fame, we detail the multiple mentoring relationships in the world of dance, comedy, and television. We also pay tribute to three friends, Doug Silsbee, Kay Cannon, and Judith Glaser, who were pioneers in coaching. All three worked hard to make coaching an intelligent and grounded profession, improve the quality and standards of coaching practice, and act as mentors to those who came after them.

About Our Cover Photo
The colours of the water in the lakes throughout the Canadian Rockies has always been a fascination to visitors and photographers. Is the water emerald green? robin-egg blue? turquoise? The mystery is part of the attraction of these lakes and why no two photographs seem to display the same colour.