



# Building the Future of Coaching:

A Facilitation Guide for Coaching Education Providers

# Welcome

## Greetings,

Greetings, and welcome to a wealth of possibilities! Your role as a coach educator extends beyond imparting knowledge; you are a catalyst for growth. You are not only contributing to the development of educated, skilled coach practitioners, but also to the development of thought leaders and a collective impact that can transform societies.

ICF Coaching Education is committed to equipping you with tools and resources, like this facilitation guide, as you empower individuals and communities worldwide. This comprehensive guide provides ways in which you can help your students employ futures thinking in their coaching practice and life, enabling them to build the skills and competencies required to thrive in an ever-evolving world. These coaches will not only have theoretical knowledge, but also the practical wisdom to guide their clients towards their aspirations.

By introducing futures thinking to your students, you are nurturing the thought leaders of tomorrow. You are instilling in them the capacity not just to coach, but also to lead conversations, inspire change, and steer their clients and communities toward a future brimming with possibilities.

As you delve into this facilitation guide, remember that you are fostering a mindset in your students that embraces change, innovation, and growth. Your dedication to this journey is not just shaping coaches; it's shaping the future.

Thank you for embarking on this path with us. The future is calling, and you are at the forefront of nurturing those who will shape it!

With gratitude,



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# How to use this guide



This facilitation guide is designed for coach educators to expand their program offering by infusing futures thinking. It is best used as a companion resource with the free [Aspiring Coach Student Guide](#). Both resources aim to help current and aspiring coaches connect with ICF as their professional home, and integrate futures thinking into their professional practice.

In this facilitation resource, you will find ideas and activities to support you in activating futures thinking with your students and connecting them to the global ICF community. Each section includes learning objectives, activities, and extension resources, as well as suggestions for you to adapt to the unique needs of your learners as you see fit.

To foster critical thought throughout the learning journey and further integrate content, both the student and educator guides include reflection prompts for learners. Encourage students to keep a reflective journal to process their experiences, ideas, goals, and the reasoning behind their perspectives. This exercise not only results in a practical resource for use in their coaching practice, but it also helps to develop a habit of introspection and critical thought, which are necessary skills for a futures thinking coaching approach.

We invite you to inspire and support each other by sharing your facilitation wins and questions with other coach educators in the [ICF Coaching Education Global Knowledge Community](#).

# Part 1

## Building the Future of Coaching: Your Role as a Coach Educator

### Shared Purpose

As an accredited coaching education provider, you share a common purpose with ICF — to ensure high standards in the coaching profession and support aspiring and practicing coaches to create a positive and lasting impact in the world. In order to achieve this during a time of accelerating change and uncertainty, we must help coaches build skills to anticipate and prepare for the future.

The main purpose of this facilitation guide is to inspire critical thought, analysis, and engagement in futures thinking. To build a future for coaching, it is essential that students envision their own active role and responsibility in creating the future of coaching (and beyond). These skills are in service of your students' experience **and** their impact as a coach.

Soft skills is a term that refers to intangible skills and attributes like emotional intelligence, critical thinking, communication, teamwork, adaptability, and creativity, to name a few. The label risks minimizing the importance of these essential skills in both professional and educational settings. These are not nice-to-haves. They are fundamental need-to-haves in order to survive or thrive in the future. Critical thinking is front and center.

Infusing critical thought into your coaching program will adequately prepare your students for their own professional success as coaches and for the success of their clients. According to the World Economic Forum, the top two job skills of greatest importance for workers in 2023 are analytical and creative thinking. Among the remaining [top 10 job skills of 2023](#) are resilience and agility, self-awareness, curiosity and lifelong learning, empathy and active listening, and leadership. These soft skills continue to increase in importance compared to skills like precision or mathematics<sup>1</sup>. Critical and creative thinking are projected to remain the top two job skills in the next five years, because reasoning and decision-making are the least automated workplace tasks.

Infusing critical thought into your coaching program will adequately prepare your students for their own professional success as coaches and for the success of their clients.

The goal of both the student and educator guides is to help connect students to their influential role in creating the future, to help them see and understand that they are part of the solution, and to instill a coaching mindset that includes thinking about and anticipating the future.

As coach educators, you have the unique opportunity to support the future of coaching. We share your commitment to teach tangible skills **and** foster critical thought — to support students to think critically about what could occur in the future and how it might impact them, their coaching practice, and their clients. This guide is intended to give you strategies you can use to inspire your students to think about the future, build a futures-thinking coaching mindset, and develop the habit of critical thought.

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<sup>1</sup>[www.weforum.org/agenda/2023/05/future-of-jobs-2023-skills/](http://www.weforum.org/agenda/2023/05/future-of-jobs-2023-skills/)

# Futures Thinking and the ICF Thought Leadership Institute

Envisioning the future is at the heart of coaching. The ICF Thought Leadership Institute is dedicated to this important work and provides a free online [Global Digital Library](#) that brings together collective wisdom on how coaching promotes societal well-being and human development. Their transdisciplinary, global experts provide valuable insights that coaches can use to help their clients navigate the present and build a better future.

The ICF Thought Leadership Institute fosters futures thinking, a uniquely human skill that can boost well-being and productivity, helping us change the world for the better. Sometimes referred to as [prospection or future-mindedness](#), futures thinking is the meta-skill we need to cultivate for success in the future.

Futures thinking is a powerful approach that enables individuals and organizations to anticipate and prepare for the future. By analyzing emerging trends and signals of change, we can gain insights into the opportunities and challenges that lie ahead and develop strategies to navigate them successfully.

**Futures thinking is a powerful approach that enables individuals and organizations to anticipate and prepare for the future.**

Futures thinking involves developing a mindset of curiosity, exploration, and experimentation. Beyond prediction, it enables a nuanced understanding of how potential changes could unfold and impact our world. It helps us embrace uncertainty and ambiguity, and enables opportunities for growth and learning. These are all essential skills for your students to develop and apply in their future coaching practice, to serve their clients and their continued professional growth.

Futures thinking and coaching are a powerful combination. Coaches hold a unique responsibility to explore emerging trends and possibilities that will shape our world in the years to come. By integrating futures thinking into their coaching practice, students can support clients to achieve their vision for the future **and** develop the strategies they need to thrive in an uncertain world.

As a coach educator, you have a unique lens and role in futures thinking as you prepare your students to navigate emerging trends and possibilities in two key ways:

- Preparing students to develop and apply a coaching mindset beyond use directly with clients, to societal needs.
- Helping students envision their own role as coaches within the future of coaching, work, education, and planetary ecology.
- Facilitating students' exploration of how to integrate futures thinking into their professional coaching practice in order to stay ahead of the curve and help future clients:
  - Identify emerging opportunities and challenges in their lives and work.
  - Build the skills and competencies to succeed in a rapidly changing world.
  - Develop a clear vision for their future and concrete action plans to achieve their goals.

Specifically, the ICF Thought Leadership Institute explores how coaching can contribute to the best possible futures of work, education, planetary ecology, and coaching through the following collections:

- **The Future of Coaching:** Activating human potential through reflective growth.
- **The Future of Work:** Elevating views of work to center on meaning and purpose.
- **The Future of Education:** Advancing human development through the evolution of knowledge
- **The Future of Planetary Ecology:** Casting an expansive vision for our living planet.

The ICF Thought Leadership Institute gathers transdisciplinary, global experts who provide valuable insights for your students to use in helping their clients navigate the present and build a better future. Through thought-provoking content, the ICF Thought Leadership Institute connects inspired thinkers with inquisitive experts. You and your students can search by collection and resource, and easily see the latest insights.

*Facilitator Note: Please see the student resource guide for additional content on futures thinking and a snapshot of the content offered by the ICF Thought Leadership Institute regarding the futures of coaching, work, education, and planetary ecology. In the next section, you will find facilitation ideas to engage your students with the ICF Thought Leadership Institute's content, as well as with the full range of available ICF resources.*



# Part 2

## Welcoming Students to Their Professional Home: Classroom Facilitation

This section of the Educator Guide corresponds with Part 1 of the Student Guide: **Welcome to Your Professional Home as a Coach.**

You already know that ICF is a bridge to high-quality coaching content and resources needed to build and sustain a coaching career that makes a real and measurable difference in people's lives. Through the work of our six unique family organizations, your students can find their professional home with ICF.

As a coach educator, you play an integral role in guiding your students toward this dynamic and enriching ecosystem. After all, they are already benefiting by pursuing ICF accredited coaching education with you. Your education offerings signify a commitment to the highest standards of coaching excellence, assuring students that the education being imparted is in alignment with industry best practices. When they engage with the larger ICF ecosystem, your students can also gain access to a wealth of learning opportunities, cutting-edge research, and a community of like-minded professionals who share a commitment to excellence in coaching.

By fostering an understanding of the ICF's values, standards, and offerings, you enable your students to cultivate meaningful connections within the coaching community and to embark on a journey of continuous learning and growth — one that adheres to professional and ethical standards. By doing so, you not only position your students for success in their coaching careers but also contribute to the elevation of the coaching profession as a whole.

At the forefront of the ICF's commitment to growth and innovation lies the ICF Thought Leadership Institute. This unique family organization serves as a catalyst for empowering coaches with the skills, knowledge, and insights required to navigate the complexities of an ever-evolving coaching landscape. Through thought-provoking content, the ICF Thought Leadership Institute equips individuals with the tools they need to become not just coaches but also thought leaders in their own right.

In the pages of this guide, you will uncover the diverse ways in which the ICF Thought Leadership Institute can support your students in their journey. By engaging with this part of the ICF ecosystem, they will gain a competitive edge, honing their abilities to think critically, adapt to change, and shape the future of coaching.

Thank you for helping us to enhance and uphold excellence in the profession. By encouraging your students to embrace ICF as their professional home, you are helping to position your students at the forefront of the coaching profession and empowering them to make a meaningful impact on the future of coaching and on the world.



## Learning Objectives

Through active engagement in these learning activities, students will be able to:

- Navigate the ICF system of organizations.
- Understand the resources available to them through ICF Coaching Education and the ICF Thought Leadership Institute.
- Articulate their own perspective of thought leadership and its role in their professional practice.

## Classroom Opportunities & Facilitation Resources

**Objectives:** Build awareness of the suite of resources and the community opportunities available to students through ICF.

### Activity 1 | Welcome to ICF – Your Professional Home as a Coach

**Estimated Duration:** 30 minutes.

**Pre-Work — Resource Exploration:** Invite students to read “Part 1: Welcome to Your Professional Home as a Coach” in their student guide. Encourage them to record their responses to the following questions before class:

- Reflection Questions:
  - What energizes you most about becoming part of the ICF community?
  - What are your greatest hopes for how ICF will support your ongoing journey as a coach?
  - What questions do you still have about ICF?

Group discussion (10 minutes): Virtually in the chat, in breakout rooms, or in small, in-person groups, invite students to share their perspectives on ICF as their professional home (from the pre-work prompts). Discuss any questions they still have.

**ICF Welcome Jigsaw** (40 minutes): Direct students to the “Stay Connected” section in Part 4 of their student guide page 31. It reads: *“ICF is the hub for all things coaching and has six family organizations within its ecosystem to best serve you on your journey as a professional coach. We hope you will take the time to connect with the ICF ecosystem and ICF community to continue your learning and growth.”*

- Divide students into six groups, one for each of the six family organizations within the ICF ecosystem. In their groups, students will become experts in their assigned organization, and answer the following questions to report back to their peers. You might encourage them to present the information in a creative or visual way:
  - What is the primary role of this particular ICF organization?
  - What is one way we can use its resources during our work as coaches?
  - Any other tips or application ideas related to this organization.
- Gathered together, invite each small group to share what they’ve learned about their assigned ICF organization. Discuss any questions together, emphasizing that the ICF ecosystem of organizations exists to support them as professional coaches.

## Activity 2 | Exploring ICF Coaching Education

**Estimated Duration:** 10-20 minutes.

**ICF Coaching Education Reflection and/or Discussion:** Remind students of the primary role and resources offered by the Coaching Education organization. Either together or independently, tour the ICF Coaching Education website.

- Why did you choose to engage in an ICF-accredited coach training program?
- What does a continuing education plan look like to you? How will you prioritize ongoing, high-quality learning experiences as a professional coach?
- What challenges might you face in staying up-to-date with Coaching Education's professional learning opportunities? What is a realistic plan to overcome those obstacles? (i.e., How will you stay connected?)

## Activity 3 | Exploring the ICF Thought Leadership Institute (TLI) and Futures Thinking

**Estimated Duration:** 10-20 minutes.

**What is Thought Leadership?:** Remind students of the primary role and resources offered by the Thought Leadership Institute.

- What energizes you about TLI's focus on the future?
- What does the term "thought leadership" mean to you? Take a moment to reflect and record your own definition and perspective of "thought leadership", and the role you see it playing in your own professional practice as a coach.

The student guide includes an overview of each of the ICF Thought Leadership Institute's Four Pillars of Inquiry and a snapshot of the growing content available through its free [Global Digital Library](#). These collections continuously grow and evolve with new contributions and resources on a regular basis, with insights, reflections, and how-to's that your students can put to use immediately in their coaching practice. In the following sections students are invited to explore futures thinking in greater depth.

# Part 3

## The Future is Coaching: Classroom Facilitation

This section corresponds with Part 2 of the Student Guide: ***The Future is Coaching.***

### Learning Objectives

Through active engagement in these learning activities, students will:

- Develop an understanding of futures thinking and how it relates to coaching.
- Engage their critical thinking skills and apply futures thinking to coaching, work, education, and planetary ecology.
- Understand current trends and predict future trends across all four pillars of inquiry.
- Explore the impact of coaching on well-being.

### Classroom Opportunities & Facilitation Resources

*Facilitator Note: Activities are designed to foster critical thinking. The following prompts can be adapted and infused into any activity to stimulate thoughtful questioning:*

- “What assumptions are we making here?”
- “What would happen if...?”
- “What are the implications if...?”
- “What is the evidence supporting...?”
- “How does this align with our past experiences or knowledge?”
- “What don’t we know?”

#### Activity 1 | What is Futures Thinking?

**Objective:** Develop an understanding of futures thinking and how it relates to coaching.

**Estimated Duration:** 1-2 hours (activities can be adapted into micro-lessons).

**Pre-Work:** Invite students to read the first two sections in Part 2 of their student guide: “*What is Futures Thinking?*” and “*Coaching and Futures Thinking.*” encourage them to jot down their reflections to the following prompt prior to class:

- ***Why and how do you think futures thinking is relevant to our work as coaching professionals? What does futures thinking look like in action?***

**Group Discussion** (20 minutes):

## Activity 1 Continued

- Virtually in the chat, in breakout rooms, or in small, in-person groups, invite students to share their perspectives on futures thinking (from the pre-work prompt).
  - Alternatively, consider using a Think-Pair-Share facilitation tool allowing students the opportunity to share in a smaller pair-setting first, then with the full group. **Think:** Students have a moment to consider and reflect independently; **Pair:** In dyads or small groups, students share their reflections and explore others' insights; **Share:** In the larger group, invite a representative from each pair/small group to share-back a summary.
- Share your own perspective on futures thinking and a story of how you have personally experienced it in your professional practice.
- Use real-world examples to illustrate how it impacts decision-making, goal-setting, and overall well-being. For example:

Your client, Jane, has worked as a financial analyst in a prominent corporation for the last 15 years. While she appreciates the stability and financial security her job offers, she hasn't felt fulfilled and is increasingly drawn towards environmental sustainability. She's contemplating a career change to work in this field.

You guide Jane to imagine several possible future scenarios. In one, she remains in her current role, receiving financial stability but lacking personal fulfillment. In another, she transitions to environmental policy and faces initial financial uncertainty, but derives satisfaction, alignment with her values, and an emerging sense of purpose.

To further inform her decision, you invite Jane to consider emerging trends in the world of work and planetary ecology. She discusses her knowledge of a growing demand for professionals in the green economy due to increased awareness of climate change and sustainability issues. She also acknowledges the increasing acceptance of remote work and flexible roles, which could offer her the freedom to balance work and personal life effectively while working in a field she's passionate about.

If Jane decides to transition into environmental policy, you could facilitate futures thinking to help her set robust goals. In your coaching conversations, you invite her to envision her ideal future, where she's actively influencing environmental policies, contributing to a cause she cares about, and maintaining a comfortable lifestyle. She then establishes actionable steps like pursuing relevant qualifications, building her network in environmental policy circles, and seeking appropriate job opportunities.

By aligning her career aspirations with her passion for environmental sustainability, Jane is likely to experience increased job satisfaction and an enhanced sense of purpose, which may lead to improvements in her overall well-being. By proactively anticipating potential challenges (like financial uncertainty or additional studies), you can help her prepare for these situations, minimizing potential stress and anxiety.

## Activity 1 Continued

*This scenario illustrates how futures thinking can inform significant life decisions on several levels. For a coach working with a client like Jane, incorporating futures thinking can be a powerful tool in supporting self-exploration, goal setting, and action planning.*

- Additional prompts:
  - *When has futures thinking played a significant role in your own decision-making processes or goal-setting?*
  - *Are there any downsides or risks to engaging futures thinking? What might those look like, and how could we mitigate them as coaches?*

**Application Practice** (40 minutes): Divide students into pairs for a role-play activity.

- One person in each pair plays the role of coach, while the other plays the client.
- The coach should help the client apply futures thinking to help set a personal or professional goal or to make a personal or professional decision.
- Switch roles and repeat the activity (approximately 20 minutes each).

**Reflection and Sharing** (10-20 minutes):

- Have each pair share their experiences and insights from the activity.
- Discuss the challenges and benefits of applying futures thinking in a coaching context. For any suggested challenges, prompt the class to dive deeper into potential solutions or responses to those challenges.

## Activity 2 | The Future of Coaching

*Facilitator Note: Repetition exists in the pre-work and initial discussion format across each of the activities for the ICF Thought Leadership Institute's Four Pillars of Inquiry. This repetition is intentional to provide you and your students continuity and consistent exploration, balanced with variety and choice in live-session activities for each.*

**Objectives:** Engage critical thinking skills and apply futures thinking to coaching. Understand current trends and predict future trends in coaching.

**Estimated Duration:** 1-2 hours (activities can be adapted into micro-lessons).

**Pre-Work — Resource Exploration:** Invite students to read “ICF Thought Leadership Institute Pillars of Inquiry: The Future of Coaching” in their student guide.

- Direct students to review the [Future of Coaching](#) page on the ICF Thought Leadership Institute website. Ask them to explore the articles, videos, and other resources available, with a focus on identifying key trends and challenges facing the field of coaching. Encourage them to take notes on what they find **most interesting or surprising** and bring those insights to class (or, if you facilitate virtually, consider a forum discussion to share their takeaways prior to class).

## Activity 2 | Continued

### • Reflection Questions:

- As you explore the Future of Coaching collection, what do you find most interesting or surprising?
- How does the phrase “activate human potential through reflective growth” reflect your own sense of purpose as an aspiring professional coach?
- What stories from your own life does this aspirational statement call to mind?
- What gives you hope for the future of coaching?

**Current Trends Discussion** (30 minutes): Facilitate a whole group discussion on the current trends in coaching.

- 1:1 Kickoff Connection / Think-Pair-Share: Facilitate 1:1 connection opportunities among your students by inviting them to share their thoughts on the pre-work reflection questions.
- Whole Group Discussion: Ask students to share their observations on current trends in coaching, referencing any relevant articles or research from the Global Digital Library, or external resources (podcasts, journals, blogs, etc.). Use the whiteboard feature on Zoom, or use flipchart paper or a whiteboard in person, to capture responses for everyone to see.
  - Highlight the key trends and challenges they have identified.
  - Discuss how these trends might impact their work as future coaches.

**Future Trends Brainstorm** (30 minutes): Divide the class into smaller groups and ask each group to craft their predictions of future trends in coaching.

- Students should consider factors such as technological advancements, societal changes, and emerging needs of clients. They might also integrate the future of work, education, or planetary ecology, and explore how those sectors integrate with the future of coaching.
- Each group will share their top 3-5 predictions with the whole group.
- Brainstorming in small groups should last for about 10-15 minutes and 5-10 minutes for the whole group sharing. Once again, create a shared place to capture responses for all to see.
- After sharing, show the ICF Thought Leadership Institute’s video [“What don’t we know about coaching?”](#) inviting students to draw any parallels between their collective list and insights from the [Shaping the Future of Coaching Convening](#).

**Virtual Vision Board Creation and Sharing** (40-60 minutes):

- Now that students have considered future trends, invite them to create a virtual vision board (using a free design platform like Canva) that reflects their personal role in this future. They should consider the skills they might need, the populations they want to serve, and how they can contribute to advancing the coaching profession.

*Note: this could be an activity learners do on their own or it could be optional. Consider that it could be inspiring to see their peers’ hopes for the future of coaching and how they envision their personal and collective roles in shaping it.*

## Activity 2 | Continued

This activity is intended to serve as a structured yet creative opportunity for students to explore the future of coaching — challenging them to think about current and future trends and prompting them to consider their contributions to the field.

Additional Activities:

- Write a personal action plan based on their vision, outlining steps they will take to fulfill their role in shaping the future of coaching.
- Ask students to share one curiosity or question they still have about the future of coaching. Add a Q&A section to your student portal for instructors and students alike to share their thoughts on each other's questions. This can help generate a culture of curiosity, and psychological safety, as well as a coaching mindset.

\*Note: please see Part 4, Activity 1: From Big Picture to Everyday Action for facilitation ideas that could be amalgamated with this initial exploration of The Future of Coaching.

## Activity 3 | The Future of Work

**Objectives:** Engage critical thinking skills and apply futures thinking to coaching to help students understand current trends and predict future trends in the workplace.

**Estimated Duration:** 1-2 hours (activities can be adapted into micro-lessons).

**Pre-Work — Resource Exploration:** Invite students to read “ICF Thought Leadership Institute’s Pillars of Inquiry: The Future of Work” in their student guide.

- Direct students to the [Future of Work](#) page on the ICF Thought Leadership Institute website. Ask them to explore the articles, videos, and other resources available, with a focus on identifying key trends and challenges facing organizations and the workplace. Encourage them to take notes on what they find **most interesting or surprising** and bring those insights to class (or, if you facilitate virtually, consider a forum discussion to share their takeaways prior to class).
- Reflection Questions:
  - As you explore the Future of Work collection, what do you find most interesting or surprising?
  - What strategies or approaches have been most helpful in your own work to adapt to rapid technological innovation, globalization, and demographic shifts? What shifts have been the most challenging for you at work?
  - In what ways can coaching be used more effectively in the work environments you have experienced? To enhance performance and personal development?
  - What gives you hope about the future of work?

**Current Trends Discussion** (30 minutes): Facilitate a whole group discussion on the current trends in the workplace.

- 1:1 Kickoff Connection: Facilitate 1:1 connection opportunities among your students by inviting them to share their thoughts on the pre-work reflection questions.

### Activity 3 | Continued

- Whole Group Discussion: Ask students to share their observations on current trends in the workplace, referencing any relevant articles or research from the Global Digital Library, or external resources (podcasts, journals, blogs, etc.). Use the whiteboard feature on Zoom, or use flipchart paper or a whiteboard in person, to capture responses for everyone to see.
  - Highlight the key trends and challenges they have identified.
  - Discuss how these trends might impact their work as future coaches.

**Impact Analysis** (30 minutes): In small groups, students pick one trend or challenge they think will have the most significant impact on their future coaching practice.

For their chosen trend or challenge, each group should explore and record the following:

- Why they chose this as a top trend/challenge, and any evidence to support their reasoning (e.g., their own personal experience, research they have read, etc.).
- How this trend could influence their coaching approach or the strategies and tools they may need to use.
- What skills they may need to develop or enhance to meet this need.

**Strategy Development** (30 minutes): Based on their impact analysis, each group brainstorms strategies to adapt to the trend or challenge they have identified.

- These might include additional training or qualifications, networking strategies, new coaching methods, or other innovative approaches to rise to the occasion of this emerging trend or challenge.

**Group Sharing** (20-30 minutes):

- Invite each group to share their trend or challenge, its potential impacts, and their brainstorm of strategies for adaptation to the rest of the class.
- Facilitate a class-wide discussion after each group shares, encouraging feedback and additional suggestions.

This activity encourages students to actively engage with the future of work, using real-world resources. By considering potential impacts on their own practice and developing strategies to adapt, you are helping them to engage futures thinking through the adult-learning principle of immediate relevance and application of the content (in this case, the future of work and how it directly relates to their roles as coaches).

Additional Activities:

- Encourage students to conduct their own crowdsourcing to get a broader picture of how employees and employers in their lives view the future of work across generations, workplaces, etc. Consider sharing these insights in a shared forum.
- Ask students to share one curiosity or question they still have about the future of work. Add a Q&A section to your student portal for instructors and students alike to share their thoughts on each other's curiosities.



## Activity 4 | The Future of Education

**Objectives:** Engage their critical thinking skills and apply futures thinking to education. Understand current trends and predict future trends in education.

**Estimated Duration:** 2-3 hours (activities can be adapted into micro-lessons).

**Pre-Work — Resource Exploration:** Invite students to read “ICF Thought Leadership Institute’s Pillars of Inquiry: The Future of Education” in their student guide.

- Direct students to the [Future of Education](#) page on the ICF Thought Leadership Institute website. Ask them to explore the articles, videos, and other resources available, with a focus on identifying key trends and challenges facing the field of education. Encourage them to take notes on what they find **most interesting or surprising** and bring those insights to class (or, if you facilitate virtually, consider a forum discussion to share their takeaways prior to class).
- Reflection Questions:
  - As you explore the Future of Education collection, what do you find most interesting or surprising?
  - To what extent do you see yourself, in your future role as a coach, contributing to the transformation of education systems?
  - Given the role of coaching as a catalyst for positive change in education, what role and/or responsibility does the coaching profession have to support equitable access to quality education, especially in light of rapidly changing technology, communication, and work?
  - What gives you hope about the future of education?

**Current Trends Discussion** (30 minutes): Facilitate a whole group discussion on the current trends in education.

- 1:1 Kickoff Connection: Facilitate 1:1 connection opportunities among your students by inviting them to share their thoughts on the pre-work reflection questions.
- Whole Group Discussion: Ask students to share their observations on current trends in education, referencing any relevant articles or research from the Global Digital Library, or external resources (podcasts, journals, blogs, etc.). Use the whiteboard feature on Zoom, or use flipchart paper or a whiteboard in person to capture responses for everyone to see.
  - Highlight the key trends and challenges they have identified.
  - Discuss how these trends might impact their work as future coaches.

**Manifesto Exploration** (30 minutes): Guide students to the [Manifesto for the Future of Education: A pledge to expand human potential amidst accelerating change](#) and invite them to **download the Manifesto**.

- **Independently:** Provide students with time to review the ICF Thought Leadership Institute website and review the Manifesto. (Alternatively, you might include this as “homework” to complete prior to class)

## Activity 4 | Continued

- **In small groups:** Present the following questions before breaking out into smaller groups to discuss. Students will need their digital Manifestos handy for quick reference.
  - Review the list of essential skills needed to shape the future on page 6. Are there any that you would add? Which would you classify as the top five, and why?
  - Explore the trends on page 7 and their corresponding “Coaching practices to facilitate skill development.” How does it feel to imagine your role in cultivating these key skills and behaviors? What curiosities come to mind about the suggested coaching practices to facilitate these skills?
  - Review the “Questions to Catalyze Action” on page 8. How do you see yourself using this as a resource in your coaching practice?
- **Scenario discussion — bringing the Manifesto to life:** Either in small groups or in the full group, invite students to share examples or scenarios showcasing how these ideas have been or could be, implemented in real-life educational settings. The scenario could be based on their own teaching experience, a hypothetical educational institution, or a specific situation or setting.

**Taking Action** (30 minutes): On page 9, you will find three categories of transformative action, as identified by the ICF Thought Leadership Institute [Wisdom Weavers](#): Sensible, Daring, and Imaginative.

As a small group, invite students to respond to the following questions to consider short, medium, and long-term actions relevant to the future of education:

- **Sensible: What can we do today?** What bite-sized actions can we take in our work as coach practitioners to support the future of education?
- **Daring: What can we do tomorrow?** In an ideal scenario, how would coaching be infused into education?
- **Imaginative: What can we imagine for the future?** Close your eyes and imagine it is the year 2547. The world is flourishing. What does education look like? In what ways have challenges been addressed? How is the coaching profession contributing to that flourishing vision?

**Group Sharing** (20-30 minutes):

- Invite each group to share a summary of their discussion, highlighting at least one takeaway that inspired hope for the future of education and its relationship with coaching.
- Facilitate a class-wide discussion after each group shares, encouraging feedback and additional suggestions.

This activity encourages students to critically engage with the Education Manifesto and consider the valuable role that coaching can play in strengthening the future of education. It is intended to bring the Manifesto to life and prepare students for Part 4, where they consider a more personal role and action plan in contributing to this future.

## Activity 4 | Continued

Additional Activities:

- Invite students to reflect on their own educational experiences. What was a highlight? What was challenging? How might coaching have been beneficial?
- Ask students to share one curiosity or question they have about the future of education. Add a Q&A section to your student portal for instructors and students alike to share their thoughts on each other's curiosities.

## Activity 5 | The Future of Planetary Ecology

**Objectives:** Engage critical thinking skills and apply futures thinking to planetary ecology to help students understand current trends in planetary ecology and explore the potential role of coaching in promoting ecological awareness.

**Estimated Duration:** 1-2 hours (activities can be adapted into micro-lessons).

**Pre-Work — Resource Exploration:** Invite students to read “ICF Thought Leadership Institute’s Pillars of Inquiry: The Future of Planetary Ecology” in their student guide.

- Direct students to the [Future of Planetary Ecology](#) page on the ICF Thought Leadership Institute website. Ask them to explore the articles, videos, and other resources available, with a focus on identifying key trends and challenges facing the field of planetary ecology. Encourage them to take notes on what they find **most interesting or surprising** and bring those insights to class (or, if you facilitate virtually, consider a forum discussion to share their takeaways prior to class).
- Reflection Questions:
  - As you explore the future of planetary ecology collection, what do you find most interesting or surprising?
  - What is your own relationship to planetary ecology? What comes to mind when you think about this particular pillar, and “casting an expansive vision for our living planet?”
  - What gives you hope about the future of planetary ecology, and specifically, the potential for coaching to support sustainability efforts?

**Current Trends Discussion** (30 minutes): Facilitate a whole group discussion on the current trends in planetary ecology.

- 1:1 Kickoff Connection: Facilitate 1:1 connection opportunities among your students by inviting them to share their thoughts on the pre-work reflection questions.
- Whole Group Discussion: Ask students to share their observations on current trends in planetary ecology, referencing any relevant articles or research from the Global Digital Library, or external resources (podcasts, journals, blogs, etc.). Use the whiteboard feature on Zoom, or use flipchart paper or a whiteboard in person, to capture responses for everyone to see.

## Activity 5 | Continued

- Highlight the key trends and challenges they have identified.
- Discuss how these trends might impact their work as future coaches.

**Exploring Transformational Questions** (30-60 minutes): For this facilitation activity, students will either need their student guide handy, or access to the following ICF Thought Leadership Institute article: [Coaches Examine Their Role in Supporting Planetary Health](#).

- **In small groups:** Assign each group one of the transformational questions below (these can also be found at the end of the linked article above and in the student guide). Invite students to discuss and formulate a collective response to their assigned question:
  - As a coach, what matters the most to you when it comes to planetary health? Why is that? (respond as individuals, then as a collective group.)
  - What does it mean for an individual, team, organization, or community to be ecologically aware?
  - What is the role of coaches in supporting planetary health?
  - In what ways can coaches reveal and challenge planet-harming paradigms in business and culture?
  - How can coaching approaches be expanded to facilitate community dialogue and support underrepresented voices?
- **Whole group discussion:** Each group shares their responses. After each group shares, facilitate a full class discussion, encouraging additional insights, contrasting viewpoints, questions, and curiosities, etc. This immediate feedback and discussion is intended to engage and foster critical thinking skills in real-time while helping students integrate futures thinking and planetary ecology into their coaching approach.

**Digital Idea Mapping** (30-45 minutes): Using a digital collaborative tool like Google Docs, [Padlet](#), [Mural](#), or the whiteboard feature on Zoom, co-create a digital mind map on the future of planetary ecology and coaching.

Invite each student to contribute their key takeaways, insights, questions, and application ideas from the group discussions and their own reflections. This exercise creates a visual representation of the collective understanding and insights gained from the previous reflective activities.

**Personal Reflection and Commitment** (10-20 minutes):

- Rather than a culminating group discussion, invite each student to reflect on their own personal learning from the activities and write a personal commitment on how they intend to incorporate eco-consciousness into their coaching practice.
- To support students in generating ideas, suggest joining relevant learning communities either locally or virtually, volunteering with environmental organizations, or integrating ecological awareness into their business practices.

This activity combines critical discussion, collaborative learning, visual synthesis, and personal reflection, offering students a comprehensive exploration of coaching and planetary ecology.

## Activity 5 | Continued

For some, this may be a relatively new pillar for them to explore through the context of coaching. The activities emphasize the complexity of the topic and promote proactive engagement with planetary ecology in a student's own coaching practice.

Additional Activities:

- Invite students to revisit the digital mind map, or facilitate this by revisiting as a whole group one week after the original activity adding any new thoughts or insights.
- Ask students to share one curiosity or question they have about the future of education. Add a Q&A section to your student portal for instructors and students alike to share their thoughts on each other's curiosities.

## Activity 6 | The Impact of Coaching on Well-Being

**Objectives:** Explore the impact of coaching on well-being.

**Estimated Duration:** 1-2 hours (activities can be adapted into micro-lessons).

**Pre-Work — Resource Exploration:** Using their student guide as a starting place and the [ICF Research Portal](#), ask students to find 1-2 insights on the impact of coaching on well-being. Encourage them to seek thought leadership formats that are most engaging to them (i.e., articles, podcasts, videos, etc.) to start creating a lifelong learning habit and continuing education practice as a coach.

- Create a shared document or folder for students to post their resources, facilitating a resource hub for the entire class. You might explain how creating a business case for their coaching practice can involve illustrating its potential impact on well-being outcomes, particularly as this topic continues to emerge as a priority in organizations and education.
- Reflection Questions:
  - What are the strengths and opportunities of integrating a well-being focus into your coaching practice and the future of coaching more generally?
  - Are there potential weaknesses or concerns of elevating coaching as a pathway to improved well-being? Does your response shift depending on the perspective (e.g., from an employer versus employee perspective)?

**The Future of Coaching and Well-Being** (30-45 minutes):

- Whole group discussion: Facilitate group sharing of perspectives on the relevance of well-being as an element of coaching and its growing importance in the future of work, education, and planetary ecology.
  - What was most interesting or surprising in the resources you found? How would you summarize the current trends regarding coaching and well-being?
  - What did you discover about your own perspective through your exploration and engagement with the reflection questions?

## Activity 6 | Continued

- Think-pair-share (drawing from the reflection questions in the student guide): What are your predictions for the future? In what ways do you think well-being will emerge as an influential factor in the future of coaching, work, education, and planetary ecology?
  - How will the insights gained from this activity inform your professional practice as a coach?
  - Reflecting on your role as a coach, what steps can you take to enhance the well-being of your clients in the face of growing complexity and uncertainty?

How can you incorporate well-being into coaching, even when it's not the client's primary goal?

- What strategies did you identify for helping clients align their personal and professional goals for better job satisfaction?

**Consider the Contrarian** (30-45 minutes):

- Form small groups. Two people in the group are to take the role of contrarian — skeptical challengers of the notion that coaching can (or should) focus on influencing well-being.
  - Consider assigning each group a specific aspect of well-being that coaching might impact (e.g., stress management skills, emotional agility, self-awareness, sense of meaning and purpose, etc.) OR, assign a particular context (e.g., a large workplace, a small public school, etc.).
  - Provide time for the contrarians to form their case, drawing from the shared resources created as a whole class in the previous activity, and for the well-being advocates to anticipate the counterarguments and develop their defense.
  - Depending on how the groups are split and the number of students in your program, allow groups time to debate in breakout rooms or altogether as a whole class.
  - By encouraging opposing voices and crafting responses to skeptical perspectives, students will engage their critical and futures thinking skills and practice responding to common counter arguments they may face as professionals in the field.

## Part 3 Extension Resources

- Digital Resources:
  - ICF Thought Leadership Institute: [Trends shaping coaching practice](#).
  - Institute for the Future: [Futures Thinking Specialization on Coursera](#).
  - Greater Good Science Center: Article, [How Thinking About the Future Makes Life More Meaningful](#) and white paper, [Future-Mindedness](#).
- Podcast or Video Resources:
  - [International Coaching Federation Podcasts](#)
  - [How to Think Like a Futurist with Amy Webb](#)
  - [Futures Thinking Podcast](#)

# Part 4

## Student's Future Coaching Journey: Classroom Facilitation

This section corresponds with Part 3 of the Student Guide: *Your Future Coaching Journey*.

### Learning Objectives

Through active engagement in these learning activities, students will:

- Describe and practice a coaching mindset that integrates futures thinking.
- Understand they are part of the solution in creating the futures of coaching, work, education, and planetary ecology and begin to map their own influential role as a coach.
- Design a personalized, adaptable vision and plan for their own well-being practice as a coach.
- Craft a personalized purpose statement to clarify their “why” and help guide their professional work and aspirations.

### Classroom Opportunities & Facilitation Resources

*Facilitator Note: As mentioned in the “Shared Purpose” section of Part 1 in this guide, this section is designed to foster a student’s connection with their personal role in creating the future to help them see and understand that they are part of the solution and further develop a habit of critical and futures thinking. Activities scaffold a progression from coaching mindset to well-being to purpose. As a skilled educator, you know your students best. Adapt and reorder these strategies to maximize their relevance.*

#### Activity 1 | From Big Picture to Everyday Action: Futures Thinking Meets Coaching

##### **PART A** Futures Thinking in a Coaching Mindset: Bridging the Present and Future

**Objectives:** Describe and practice a coaching mindset that integrates futures thinking. Develop strategies for incorporating futures thinking into different coaching scenarios.

**Estimated Duration:** 2-3 hours (activities can be adapted into micro-lessons).

**Coaching Mindset + Futures Thinking** (20-30 minutes): Facilitate a discussion on the definition and key aspects of a coaching mindset and how futures thinking can be integrated into this mindset.

- Referencing Part 3 of their student guide, or using the ICF website or your own generated slides, guide students to find the definition and key aspects of a coaching mindset as outlined in the [ICF Core Competency 2](#):

**Embodies a Coaching Mindset. Definition: Develops and maintains a mindset that is open, curious, flexible and client-centered.**

## Activity 1 | Continued

- Discussion questions might include:
  - What does it mean to **embody** a coaching mindset? How might we face and overcome challenges in embodying that mindset in real time?
  - How does anticipating future trends and changes enhance a coach's ability to guide clients toward their goals?
  - Which of the skills under this competency are particularly relevant through a futures thinking lens? (*Note: This may help your students see the connection between futures thinking and "remains aware of and open to the influence of context and culture on self and others."*)
  - What challenges can we anticipate facing in activating our own coaching mindset? How might futures thinking help in navigating those challenges?
- Personal reflection: After the group discussion, invite each student to independently reflect on their own intentions for their future coaching practice. Direct them to page 21 in their student guide – the "For Reflection" section – and offer them time to explore and record their responses to the questions.

**Scenario-Based Practice** (45-60 minutes): In pairs, students will experience a coaching scenario that challenges them to practice a coaching mindset that integrates futures thinking.

- There are several possibilities to form pairs and distribute the scenarios. For example, you might facilitate group role-playing with observing members providing feedback or in 1:1 pairs on their own.
- Below are three sample scenarios; based on your specific coach training and specialty, you may want to adapt and/or create your own to maximize relevancy for your students' contexts.
  - **Scenario 1: Future of Work** – Your client, a mid-level manager in a tech company, is concerned about the rapid advancements in artificial intelligence (AI) and automation. They worry their role may become obsolete. As their coach, help them navigate this uncertain future.
  - **Scenario 2: Future of Education** – Your client is a school administrator who is struggling to prepare their students for careers that don't exist yet, due to the fast pace of technological change. How do you help them develop a plan for incorporating forward-thinking approaches? As their coach, guide your client to see new possibilities for their role.
  - **Scenario 3: Future of Planetary Ecology** – Your client is a CEO of a manufacturing company. They are passionate about transforming their business into a more sustainable operation but are worried about the costs and risks. As their coach, you have an opportunity to guide them in making a long-term sustainable decision.
- Debrief with a discussion about the challenges and insights students experienced, and invite any questions or curiosities for the group to help troubleshoot together.



## Activity 1 | Continued

### **PART B** Big Picture to Everyday Action: Mapping My Role in Creating the Future

**Objectives:** Help students understand their role and potential influence as a coach in shaping the future of coaching, work, education, and planetary ecology. Encourage them to start a personal action plan that incorporates futures thinking into their coaching practice.

**Estimated Duration:** 2-3 hours (activities can be adapted into micro-lessons).

**Personal Reflection** (20 minutes): Either as pre-work or during allotted time in class, invite students to reflect on the knowledge gained from previous activities and resources about the futures thinking generally, and about the future of coaching, work, education, and planetary ecology more specifically. Offer the following prompts for students to respond to in their reflective journals:

- What new insights have you gained about futures thinking in general and about each of the four pillars of inquiry more specifically?
- How do you see yourself as part of the solution in these categories?
- How does it fit into your current understanding of the ICF Core Competency 2 about embodying a coaching mindset?
- Is there anything that makes you nervous or apprehensive about integrating futures thinking into your coaching?
  - What makes you feel hopeful about integrating futures thinking?

**Starting a Personal Action Plan** (40-60 minutes):

- Direct students to the list of reflection prompts on page 21 of their student guide (Part 3: From Big Picture to Everyday Action). Invite students to pick one prompt that resonates most with them from each of the four categories.
- For each prompt, the student will jot down their initial ideas for the actions they could take in their immediate future as a coaching professional.
  - **Future of coaching example:** *Which technological advancements have the potential to reshape the coaching landscape, and what strategies could I adopt to embrace these changes?*
    - Students might explore and compare existing technology tools to help manage and stay connected to virtual clients in between sessions.
  - **Future of education example:** *“How can my coaching help individuals remain adaptable and lifelong learners in a rapidly changing world?”*
    - Students could revisit the ICF Thought Leadership Institute’s Future of Education Manifesto and position themselves within it (e.g., which “Questions to Catalyze Action” on Page 8 of the Manifesto could they apply in a coaching conversation to foster adaptable, lifelong learners?).

## Activity 1 | Continued

- Facilitate a whole-class discussion or a shared document for students to inspire each other with application ideas, as well as questions they have, challenges they are anticipating, etc.
- Encourage students to create a central place for their evolving ideas and intended actions around futures thinking and coaching.
  - Reassure them that this is an organic, ever-changing document and process intended to help them be intentional change-makers through their influential role as coaches, and craft adaptable yet concrete steps to foster a coaching mindset that will ultimately help their clients navigate the future as well.

## Activity 2 | Coach Well-Being: Supporting Students in Being Well as a Coach

**Objectives:** Design a personalized, adaptable vision and sustainable plan for their own well-being practice as a coach.

Supporting students to proactively consider and design a personally relevant well-being practice is essential, as they serve in caregiving roles with their clients. Establishing a meaningful work-life harmony will optimize their opportunity to experience fulfillment and longevity in their roles.

**Estimated Duration:** 1-2 hours (activities can be adapted into micro-lessons).

**Pre-Work – Resource Exploration:** Have students read the “Coach Well-Being” section in Part 3 in their student guide, and choose: **a)** 1-2 ICF blog articles to read; and **b)** 3-5 reflection questions to complete from the lists provided.

**Peer Connection** (20-30 minutes): Before breaking out into pairs, remind students that community and connection are significant contributors to well-being; they have each other and your mentorship to lean on as they embark on their coaching journey.

- In pairs, invite students to share key takeaways from the blog articles they chose to read and any realizations or highlights from their experiences completing their selected reflection questions.

**Setting and Maintaining Boundaries** (60 minutes):

- Reference the “Boundary Setting” section of Part 3 in their student guide (page 27). Invite students to add to the list of “boundary benefits” — ways in which setting clear boundaries can support their well-being as coaches.
- Small Group Discussion: Divide students into smaller groups and ask each to discuss and write down the potential challenges they may face in setting boundaries in their roles as coaches. Encourage an honest discussion about the pitfalls of boundaries. What can get in the way of maintaining them in our personal and professional lives?

## Activity 2 | Continued

- Brainstorming Solutions: Once each group has their list of challenges, ask them to brainstorm solutions and strategies to address each one. These potential solutions should be specific, realistic, and consider how they might be adaptable in different contexts.
  - *Facilitator Note: If in person, use chart paper and sticky notes. After groups are finished, have students circulate around the room in a “gallery walk” and add to other groups’ ideas for solutions.*
- Whole-Group Sharing: Each group presents their strategies to their peers and invites feedback and any relevant ideas. Whether in person or virtual, record these in a visible space — ideally, group the responses by themes, if possible.
- Personal Reflection: Invite each student to choose one strategy they found particularly useful or interesting, and write it down in their reflective journal. How might they incorporate this into their own coaching practice? Time permitting, encourage students to share their boundary intentions/commitments with their peers.

### Digital Well-Being (30-90 minutes):

- Either before or during class, have students access and view the webinar, [Are You and Your Clients Digitally Well?](#), in the ICF Learning Portal.
  - Find additional free resources on this topic from the [Digital Wellness Institute](#).
- The topic of digital well-being is relevant to both coach well-being and the well-being of their future clients. Guide a discussion based on the webinar content and invite students to consider this topic in relation to setting healthy boundaries.

### Well-being Routines and Goal Setting (30+ minutes):

- Routines help provide structure to our day to organize our time and tasks more effectively, automate repeated actions to save mental energy for other decision-making processes, and offer a sense of control and predictability which can reduce unnecessary stress or anxiousness. Among other benefits!
- Group discussion: Invite students to share their ideas of existing or future positive routines that they could embed into their professional practice (referencing the previous activities — if facilitated — on setting boundaries and digital well-being as a coach). Offer a few examples:
  - Preparation routine: Begin each day with a similar work routine, which might include reviewing the day’s appointments, reading through client notes, setting an intention for the day, etc.
  - Mindfulness practice: Start each session with a moment of mindfulness or deep breathing, which is beneficial for the coach and client alike.
  - In-between session routine: End each session with a few minutes of reflection — perhaps by jotting down notes about the session, savoring what went well and what you could do differently next time — supporting continuous learning and improvements.

## Activity 2 | Continued

- Independently: Invite students to craft a “day in the life” of their future coaching selves. They should plan a typical daily routine that will be personally manageable, meaningful, and enjoyable in their lifestyle.
  - How will you begin each day to transition smoothly into your work and set a purposeful tone for your sessions?
  - What routines will you infuse into your coaching sessions? Mindfulness practice? Gratitude?
  - What routines will help you transition out of each coaching session? How will you reflect on strengths and areas for growth?
  - How will you schedule well-being breaks throughout the day to stretch, move, hydrate, and/or other activities to help nourish your energy levels?
  - What will be the most effective routine to help you wind down at the end of the day? Will you clear your workspace? Reflect on successes? How will you create a routine that reinforces your clear boundary between work and personal time?
  - What would the ideal professional development routine look like? How might you schedule time to explore new research, connect with peers, attend webinars or workshops, and generally keep yourself engaged and passionate about your work?
- WOOP (Wish, Outcome, Obstacle, Plan) (Independent): As an extension activity, invite students to choose one routine that they have yet to build into their day. Walk them through the research-backed WOOP goal setting process. Free resources can be found at [woopmylife.org](http://woopmylife.org). Students can use the WOOP tool in hardcopy or app format to help them achieve their goal of incorporating this new routine.
  - *Facilitator Note: If students are not yet practicing coaches, encourage them to bookmark this tool for later. WOOP is useful for any well-being goal they would like to set.*

### **Additional Resources from the Research:**

- Hodge, A. (2016). [The value of coaching supervision as a development process: Contribution to continued professional and personal wellbeing for executive coaches.](#) International Journal of Evidence Based Coaching and Mentoring, 14(2), 87-106.

### Activity 3 | Crafting a Coaching Purpose Statement

**Objectives:** Craft a personalized purpose statement to clarify their “why” and help guide their professional work and aspirations.

**Estimated Duration:** 2 hours

**Pre-work:** Students read pages 28-31 in the student guide, and explore one article of their choice in the ICF Thought Leadership Institute’s Future of Work Collection: [Energizing Purpose for the Future of Work](#).

- Ask students to bring to class one new insight from the resources (something interesting or surprising) about the importance of purpose for the future of coaching and work and for your personal fulfillment and longevity in your coaching career.

**Exploring Purpose – Beyond the Buzzword** (20 minutes):

- Ask students to share the interesting or surprising insight they took away from the resources (in the chat or with a partner). Why did this stand out to you?
- Invite students to summarize the most compelling argument for the value of purpose. Why is it taking center stage at the moment?
- Facilitate an open discussion about the interplay between purpose and futures thinking.

**Activating Purpose – Crafting a Coaching Purpose Statement** (60 minutes):

• **Introduction:**

- Use the [Purpose Mindset](#) resource as a guide to prime students for thinking about fulfillment. Growth mindset = I can learn; Purpose mindset = I can be fulfilled.
- Invite students to share why they think crafting a coaching purpose statement would be a valuable exercise.
- Offer ideas by explaining why creating a personal purpose statement can offer a strong foundation for their coaching practice, including:
  - Clarity and direction. It can act as a compass, helping you define what you stand for and guide your professional goal setting.
  - Motivation and resilience. In challenging times, your purpose statement serves as a reminder of why you chose this path, reigniting your energy.
  - Alignment with your values. Ensure your decisions are aligned with your values and aspirations, fostering authenticity and integrity in your work.
  - Client alignment. Attract and connect with clients who resonate with your messaging and focus, enhancing the client relationship.
  - Modeling for clients. This process can benefit your clients as well, and you can guide them more effectively after having crafted your own.
- **Creating the Statement:** This activity is on page 30 in the student guide. Direct students to this section and have them follow the prompts:

## Activity 3 | Continued

### **Step 1: Reflection**

Take a moment to reflect on the following questions:

- What inspired you to become a coach?
- What do you find most fulfilling about coaching? Or, what do you anticipate will be the most fulfilling aspects of coaching?
- What values guide (or will guide) your coaching practice?
- How do you hope to impact your clients' lives and the broader world through your coaching?
- What motivates you about futures thinking and exploring the futures of coaching, work, education, and planetary ecology? How will these inform your coaching?

### **Step 2: Brainstorming**

Using these personal reflections, brainstorm phrases or sentences that reflect your sense of purpose as a coach. Let go of perfection — just let your ideas flow freely. Write down anything and everything that comes to mind.

### **Step 3: Crafting Your (Evolving) Purpose Statement**

Narrow down your brainstormed ideas and craft a concise, powerful purpose statement. Aim for one or two sentences that clearly express your personal purpose as a coach. This should resonate deeply with you and reflect the essence of your coaching practice.

- *Note: This is a starting place, your purpose statement may evolve as you continue your coaching education and embark on your journey as a practicing coach!*

### **Step 4: Refining Your Purpose Statement**

Review your purpose statement. Does it feel authentic and inspiring? Does it provide clear direction for your coaching practice? Refine your statement as needed until it feels right (for right now).

### **Step 5: Embodying Your Purpose Statement**

Once you are satisfied with your purpose statement, make a commitment to embody it in your coaching practice. Consider how you might align your coaching strategies, client interactions, and professional development with your stated purpose.

- *Record these intentions in your journal. If you would benefit from a visual reminder, create something in Canva or on paper to post near your workspace.*

### **\*\*Step 6: Sharing Your Purpose Statement (facilitated Next in Group Sharing)**

When you are ready, consider sharing your purpose statement with your peers and mentors in your coaching program, or your clients, colleagues, and broader community. This public declaration can further reinforce your commitment to your purpose and inspire others in their own journeys.

### Activity 3 | Continued

- **Group Sharing** (40 minutes): In a shared virtual space, or using sticky notes in person, have students post the current version of their purpose statements.
  - *Facilitator Note: You know your students the best. Depending on the comfort level of the group and the size, you may want to invite them to share their statements out loud to the entire group as a declaration and intention for their future practice.*
- Guide a full- or small-group follow-up conversation on the following reflections:
  - How would you describe the experience of crafting your coaching purpose statement? What did you find challenging? Energizing?
  - In what ways do you anticipate your statement evolving over time?
  - How did you feel listening to (or reading) your peers' purpose statements?
  - What would you change or improve about this process? How might you adapt it for use with your future clients?

### Part 4 Extension Resources

- Digital Resources:
  - [Purpose Mindset](#)
  - [Digital Wellness Institute](#)
  - The Impact of Coaching on Well-Being: See the Appendix for relevant research articles (included in both the student and educator guides)

### Your Perspective Matters | Share It With Us!

ICF Coaching Education strives to practice what it promotes by embodying a growth mindset. We seek to understand how we can best serve our community — including incredible coach educators like you! Thank you in advance for sharing your valuable insights.



#### Stay Connected

Please click [here](#) or use the QR code to complete a short survey.

### Stay Connected

ICF is the hub for all things coaching and has six family organizations within its ecosystem to best serve you on your journey as a professional coach. We hope you will take the time to connect with the ICF ecosystem and ICF community to continue your learning and growth.



#### ICF Coaching Education:

As an ICF accredited provider, you have access to join the [ICF Coaching Education Global Knowledge Community](#), a virtual venue that provides an opportunity for coaching education providers and educators to collaborate on a global scale. The GKC provides a vibrant place for you to build community, engage with one another, and foster growth and collaboration. This community is hosted through a virtual engagement platform that allows coaching educators to connect with one another, access important resources, engage in professional development opportunities, share leading practices, ask questions, participate in events, and more!

Your learning journey as a coach is ongoing. Visit the ICF [Education Search Service \(ESS\)](#) to find continuing education opportunities and grow your coaching skills with ICF-Accredited Providers. The search for a coaching education program is a highly individual process that depends greatly on your personal preferences and goals. The ESS is designed to offer basic information about all ICF-Accredited Education Providers, including continuing coach education (CCE) programs.





### ICF Credentials and Standards:

Anyone can call themselves a coach. But ICF-credentialed coaches are professionals who have met stringent education and experience requirements and have demonstrated a thorough understanding of the coaching competencies that set the standard in the profession. Additionally, they adhere to strict ethical guidelines as part of ICF's mission to protect and serve coaching consumers. [Learn more about credentialing pathways here.](#)



### ICF Thought Leadership Institute:

Get involved today and become a [Global Digital Library Patron](#) to receive alerts when new insights are posted in addition to a bimonthly newsletter with insider information on the newest advancements around the four pillars of the future of work, coaching, education, and planetary ecology. Through thought-provoking content, the ICF Thought Leadership Institute connects inspired thinkers with curious-minded experts.



### ICF Professional Coaches:

Become an [ICF member](#). ICF members enjoy benefits like plentiful networking opportunities and extensive resources to help you be a better coach and run a better business. Don't miss out on the available discounts, professional development opportunities, and more. Most importantly, we're here to ensure the entire coaching profession maintains high standards and a stellar reputation.

- **Find your local ICF Chapter using the [Chapter Map](#):** Through your local ICF chapter, you can network with peers, enjoy valuable education offerings, and help your community flourish through events and pro bono coaching initiatives. To date, there are more than 140 chapters located in 75+ countries around the world. ICF Chapters offer coaches regular occasions to meet face-to-face, attend programs, and get more involved with the ICF.
- **Find additional learning in the [ICF Learning Portal](#):** Our webinars, podcasts, networking and collaboration events offer continuing coach education (CCE) credits. Visit the ICF Learning Portal to learn more about these offerings and sign up for fantastic professional development opportunities and communities of practice.



### **ICF Foundation:**

The [ICF Foundation](#) connects and equips professional coaches and organizations to accelerate and amplify impact on social progress through coaching. Through these transformational partnerships, we demonstrate that coaching works by building capacity in organizations around the globe and making coaching an integral part of the thriving society. Together, we will move the world forward.



### **ICF Coaching in Organizations:**

[ICF Coaching in Organizations](#) partners with organizations to foster the development of coaching in the workplace, which has been tied to improved business outcomes and increased employee engagement. When an organization joins ICF Coaching in Organizations, their employees gain access to best practices, opportunities for collaboration with other coaching-minded companies, and ongoing educational opportunities.

- **Global ICF Events and Publications:**

Connect. Learn. Inspire. [ICF events](#) are designed to inspire, educate, and connect the coaching community. These valuable learning and networking opportunities benefit individual coaches and help advance the profession. We believe in coming together to learn from and support each other while we develop bonds and have an unforgettable experience at our branded events and conferences. Explore our offerings and get involved with the global coaching community today!

**Publications:** Explore academic research and white papers on coaching published by ICF. Cutting-edge research can help you make more informed business decisions, verify your coaching knowledge and practices, and help you answer questions you may receive from prospective coaching clients. ICF invests in research to demonstrate the highly effective nature of coaching and to help coach practitioners better understand the issues that impact them and find solutions to their professional challenges.

# APPENDIX

## Additional Research to Explore: The Impact of Coaching on Well-Being

### Coaching Focus (General and Critical):

- Nacif, A. P. (2021). [BeWell: a group coaching model to foster the wellbeing of individuals](#). *International Journal of Evidence Based Coaching and Mentoring* 15, 171-186.
- Bachkirova, T., & Borrington, S. (2020). [Beautiful ideas that can make us ill: Implications for coaching](#). *Philosophy of Coaching: An International Journal*, 5(1), 9-30.
- Jarosz, J. (2017). [An integrative literature review on the impact of life coaching on courage, fear and anxiety](#). *International Journal of Evidence Based Coaching and Mentoring*, 15(2), 86-110.
- O'Connor, S., & Cavanagh, M. (2013). [The coaching ripple effect: The effects of developmental coaching on wellbeing across organisational networks](#). *Psychology of Well-Being: Theory, Research and Practice*, 3(2), 1-23.

### Education Focus:

- Hobson, A. J., & van Nieuwerburgh, C. J. (2022). [Extending the research agenda on \(ethical\) coaching and mentoring in education: embracing mutuality and prioritising well-being](#). *International Journal of Mentoring and Coaching in Education*, 11(1), 1-13.
- Dulagil, A., Green, S., & Ahern, M. (2016). [Evidence-based coaching to enhance senior students' wellbeing and academic striving](#). *International Journal of Wellbeing*, 6(3), 131-149.
- Larcus, J., Gibbs, T., & Hackmann, T. (2016). [Building capacities for change: Wellness coaching as a positive approach to student development](#). *Philosophy of Coaching: An International Journal*, 1(1), 43-62.
- Gibbs, T., & Larcus, J. (2015). [Wellness coaching: Helping students thrive](#). *Journal of Student Affairs*, 24(23), 23-34.
- Kutsyuruba, B., & Godden, L. (2019). [The role of mentoring and coaching as a means of supporting the well-being of educators and students](#). *International Journal of Mentoring and Coaching in Education*, 8(4), 229-234.

### Workplace Focus:

- Jarosz, J. (2021). [The impact of coaching on well-being and performance of managers and their teams during pandemic](#). *International Journal of Evidence Based Coaching and Mentoring*, 19(1), 4-27.
- Theeboom, T., Beersma, B., & van Vianen, A. E. M. (2014). [Does coaching work? A meta-analysis on the effects of coaching on individual level outcomes in an organizational context](#). *The Journal of Positive Psychology*, 9(1), 1-18.
- Grant, A. M. (2012). [ROI is a poor measure of coaching success: towards a more holistic approach using a well-being and engagement framework](#). *Coaching: An International Journal of Theory, Research and Practice*, 1-12.