

Table of Contents

Document 1: Curriculum Vitae and Job Descriptions	1
Curriculum Vitae	1
Job Description: Learn ²	14
Job Description: KasKor Business Coaching	21
Reference List	25
Document 2: Reflective Essay	26
Reflective Essay	26
Reference List	44
Document 3: RPEL RAL Module cover sheet	46
Document 4: PL3b Form	48
PL3b Form	48
Reference List	54
Evidence List	55
Document 5: Learning Areas	58
Learning Area 1 (60 credits)	58
Introduction	58
Learning Outcome 1	61
Learning Outcome 2	73
Learning Outcome 3	89
Learning Outcome 4	106
Reference List	119
Learning Area 2 (40 credits)	123
Introduction	123
Learning Outcome 1	125
Learning Outcome 2	140
Learning Outcome 3	154
Reference List	169

CURRICULUM VITAE (CV)

CAROLINE ASSALIAN

12 chemin de Brisach

Lorraine, Quebec

Canada J6Z 4W2

Mobile: 1-514-709-1598

Email: cassalian26@gmail.com

Email: 2240987@student.UWTSD.ac.uk

PROFESSIONAL PROFILE

An experienced and certified coach proficient at employing robust, evidence-based approaches to empower and support coachees in achieving tangible outcomes within dynamic, complex and high-pressure environments. Passionate and bilingual (English and French), this coach and facilitator engages and inspires leaders to expand their capabilities and consistently excels at achieving client objectives through dynamic and targeted development strategies. Additionally, as a respected and proven executive with C-Suite experience across diverse sectors such as sport, event management, coaching and leadership development, there is a demonstrated track record of strategic leadership and excellence. *The term “C-Suite” refers to the highest executive roles within an organization, encompassing positions such as Chief Executive Officer, Chief Operating Officer, Chief Financial Officer, Chief Marketing Officer, Chief People Officer, among others. My engagement with coaching began at the age of 15 when I undertook the responsibility of coaching a basketball team, a role I maintained for approximately five years. My initial experience with coaching which began as a coachee was pivotal. It culminated in my advancement to a C-Suite position. Through these experiences, I have gained a profound appreciation for coaching and its transformative impact on leader and leadership development.*

CAREER ACHIEVEMENTS

May 2016 – Present

Owner and Founder – KasKor Business Coaching

- Founded a coaching and leadership consulting company grounded in the belief that people are the cornerstone of sustained business excellence. *The name of my company includes, KasKor, which is derived from the names of my twin girls, Cassandra and Korina. As a self-employed sole proprietor, I have built KasKor on the principle that coaching and leadership development are fundamental to enhancing people, culture*

and overall business impact. KasKor champions the perspective that coaching transcends a mere investment in human capital; it acts as a significant economic catalyst for businesses.

- Crafted the strategic vision and defined the overarching direction for the business. *My core strategic imperative for KasKor is the alignment of values between the company and its clients. My ideal clients are those who recognize that people are their most valuable asset and are committed to enhancing performance within an environment that prioritizes people and results.*
- Developed a comprehensive business and operational strategy for the organization. *I engaged in consultations with fellow small-business owners, particularly within the coaching sector, to identify robust strategies that would ensure the company's success. I am committed to continually exploring innovative avenues for the company's growth and prosperity.*
- Devised an advanced marketing and promotional strategy for the company. *I collaborated with two specialized vendors to create marketing assets, including the development of the company's website. The strategy is primarily focused on expanding our digital presence across various social media platforms.*
- Assumed full responsibility for all financial affairs of the company. *I am responsible for developing and overseeing the annual budget, ensuring that all financial operations strictly adhere to government regulations.*
- Oversaw comprehensive communications with all stakeholders. *I actively cultivate and broaden my network encompassing past, present and prospective clients.*

August 2019 – Present

Facilitator and Coach: Learn²

- Directed all aspects of the leadership development programs for Learn²'s premiere client, encompassing the conduct of comprehensive needs assessment, the creation of detailed learning blueprints and the leadership of instructional design for the client's flagship leadership training program, where coaching is an integral component. *Although Learn² serves multiple clients, its premiere client generates 60% of the company's revenue. This client is the nation's largest telecommunications firm, with over 45,000 employees and annual revenues of approximately \$18 Billion (CDN). I am responsible for its flagship leadership development program, called the Foundations*

programs, which is segmented into 20 variations to accommodate five levels of leaders, with options for live in-person or virtual deliveries in either English or French. Based on participant feedback, I make continuous refinements to enhance the effectiveness of the training and coaching programs. I lead monthly virtual meetings with the client's team, where I confidentially present participant ratings and feedback and propose strategic adjustments or pivots to optimize the learning for participants.

- **Led a team of facilitators, coaches and support team members, orchestrating their training, upskilling and debriefing sessions to ensure that the premiere client successfully meets their learning objectives.** *The composition of our Learn² team varies based on client and participant volumes. The team typically ranges from one to three facilitators and one to three coaches, supported by one to three administrative staff and two to four vendors. In our dynamic setup, some coaches, including myself, fulfill dual roles as both coach and facilitator. I maintain regular communication with the team, providing updates, troubleshooting issues and delivering commendations for exemplary performance, recognizing from my coaching experience the benefits of positive feedback. The program delivery period for the Foundations programs is Spring (February to June) and Fall (September to December). As the accountable individual for the training of Learn²'s coaches and facilitators, I conduct a thorough orientation before each delivery period. This involves crafting the agenda, disseminating relevant materials and convening the team virtually to discuss program outcomes, priorities and the learning aids and resources available to coaches and facilitators. Following the introduction of each agenda item, I allocate time for the coaches and facilitators to offer their feedback, perspectives and concerns. This practice is not merely a formality but a reflection of my commitment to empowering my team and encouraging their input, understanding from my coaching background the importance of fostering an environment where questions and suggestions are actively solicited. After each cohort's completion, I conduct a debrief with each facilitator and coach. Biannually, I lead a comprehensive analysis with the team to identify successful strategies, areas for improvement and adjustments to our approach. My coaching experience has taught me the invaluable lesson of embracing diverse perspectives and recognizing that every team member's contribution enriches our collective understanding and efficacy.*

- Delivered world-class facilitation and coaching excellence. *Annually, the leadership programs I oversee enrolls between 400 and 500 participants annually. Each virtual cohort is designed to accommodate a minimum of 10 participants, with a cap at 24, ensuring an intimate and effective learning environment. For live, in-person sessions, we host up to 34 participants per cohort. The virtual programs are structured into four modules, each spanning two hours and spaced two weeks apart, while the live in-person sessions are conducted over two days, also scheduled two weeks apart. The coaching element of the program includes two focused 45-minute sessions, pairing each participant with a coach and an accountability partner to reinforce learning and application. I personally facilitate between eight to 10 cohorts annually, delivering content in both English and French. Additionally, I conduct between 80 to 160 coaching sessions each year, predominantly with participants at more senior levels, to ensure they receive tailored, high-impact development that aligns with their leadership role.*
- Achieved a 99% recommend rate for leadership development programs, inclusive of the coaching interventions. *Upon the completion of each cohort, participants provide feedback and ratings about the program and its facilitators and coaches. My responsibility involves crafting or refining the survey questions to provide critical insights into the program's value and potential areas for enhancement. The survey, containing fewer than ten questions, is shared in the video conferencing platform by my administrative team, 15 minutes before the end of each training module. I benchmark the ratings derived from participant feedback against industry standards to ensure ongoing enhancement and excellence. My approach, informed by my coaching experience, emphasizes continuous improvement and adaptation. This philosophy is rigorously applied to enhance the programs, contributing to Learn²'s consistently high recommend rates of between 95% and 100%. This approach aligns with Level 1 (reaction) evaluation of the Kirkpatrick Model, which assesses the effectiveness of learning and development reactions (Kirkpatrick, 1977).*
- Enhanced the proficiency level across all targeted learning outcomes. *The premiere client initiated a pilot program to analyze the investment value of their training and development initiatives, beginning with the Foundations programs. I was entrusted with overseeing all facets of the return on investment (ROI) pilot program for the premiere client. A critical component of this program involved utilizing a Behaviourally Anchored*

Rating Scale (Spangenberg et al., 1989) to evaluate how a test group of participants enhanced their skills, observing specific behaviours aligned with the program's learning outcomes. This assessment leveraged Level 3 (behaviour) of the Kirkpatrick Model (Kirkpatrick, 1977). To execute this analysis, I collaborated closely with an internal subject matter expert to formulate the questions and response scale, necessary to measure behavioural changes tied to the learning outcomes. My role also extended to ensuring the premiere client's comfort and securing the endorsement of the methodology. The analysis conclusively demonstrated that each test group collectively advanced their skill level across all eight learning outcomes of the programs (refer to Learning Area 1, Learning Outcome 3 for details).

- Achieved an average return on investment (ROI) of 16.24 times for the leadership development programs. As part of the pilot program, the premiere client selected 50 participants to receive six additional coaching sessions upon completing the training programs. I personally coached the 25 most senior participants and delegated the remaining participants to another coach. The methodology for determining ROI was rooted in Level 4 (results) of the Kirkpatrick Model (Kirkpatrick, 1977) and the ROI Institute, tailored and streamlined to fit the client's unique business context (refer to Learning Area 1, Learning Outcome 2 for details). The analysis ultimately revealed a return on investment ranging from 11.05 to 23.29 times the initial investment, demonstrating the substantial impact and value of the programs (refer to Learning Area 1, Learning Outcome 3 for details and evidence).*
- Accepted a one-year term as Chief Executive Officer (CEO) of Learn². From February 2021 to February 2022, I assumed the role of CEO to allow the owner and founder time to address personal matters. During this tenure, revenue increased by 25%, a comprehensive strategic plan was developed, employee performance excellence plans were formulated, accountability processes were streamlined, and staff engagement saw a significant uplift. I was selected for this role due to my C-Suite experience, leadership abilities and adeptness in using coaching skills to develop team members. Learn², a business with up to 10 full-time or regular contractors, has been in operation for 34 years with the mission to change the way the world works by changing the way the world learns. Since Learn² became my client, I have been actively engaged in coaching team members through one-on-one sessions, team coaching and sharing weekly*

insights based on current perspective and contextual needs. My coaching efforts were evidently valued, as team members frequently sought coaching conversations outside of our regular touchpoints. For six months, I resisted taking on the CEO role concerned it would detract from my coaching focus. However, with the encouragement of team members, I accepted the position.

June 2020 – June 2021

Mentor: Connect&Go

- Chosen for a pilot mentorship program where executives from Connect&Go were strategically paired with experienced mentors. *Connect&Go, a technology company specializing in wearable devices such as wristbands for leisure, sports and entertainment events, invited me to join a pilot mentorship program upon the recommendation of a former direct report. The program aimed to elevate the leadership skills of its participants through a personalized learning and development experience. Due to my coaching and leadership background, I was paired with the company's Chief Operating Officer (COO) for a one-year term. During this period, we conducted monthly one-hour sessions. Additionally, quarterly meetings were held with the lead mentor, as well as all mentors and mentees, to ensure continuous progress and shared learning.*

August 2017 – August 2019

Director General: Le Tour des Champions de Montréal (Montreal Tour of Champions)

- Secured the exclusive rights to host the prestigious event in Canada. *Montreal was chosen as a stop on the esteemed Longines Global Champions Tour (LGCT), a prestigious 20-city show jumping circuit. These rights encompassed broadcasting and merchandising opportunities. When invited to select a role to acquire this event, I chose the position of Director General, with the intention to leverage my coaching expertise in a leadership capacity and cultivate a coaching-centric culture within the organization (refer to Learning Area 1, Learning Outcome 4 for details).*
- Negotiated strategic partnerships with provincial, national, and international bodies. *I coached the four-member Board of Directors on effective collaboration with various federations to secure the necessary endorsements. This proved challenging as the board members were resistant to my approach of fostering collaboration and partnerships. Nonetheless, I remained steadfast in my coaching philosophy, ultimately*

negotiating a win-win partnership based on trust with provincial, national and international entities.

- Directed the formulation and implementation of the organization's strategic plan. *The strategic plan encompassed collaboration with various stakeholders to assess the economic impact of the event. I engaged and partnered with consultants to devise a lobbying strategy aimed at securing government funding from multiple ministries at various levels. My coaching skills proved invaluable in rapidly establishing strong and effective relationships.*
- Spearheaded the organizational mechanics in establishing the not-for-profit entity, Le Tour des Champions de Montréal (Montreal Tour of Champions). *I partnered with a legal firm in the province of Quebec. I played a key role in shaping the by-laws, filing the necessary paperwork and adapting the legal requirements to align with the organization's specific needs and constraints. The principles of coaching, including effective communication, probing inquiry and the ability to work with diverse personalities, equipped me with the skills and confidence to ask pertinent questions and seamlessly adapt to this new context.*
- Spearheaded the day-to-day operations of the organization. *Coaching was the cornerstone of my day-to-day responsibilities, leveraging my coaching skills and background to support a team of approximately seven individuals. Each team member was hired for their specific expertise in areas such as marketing, finance and logistics, with some brought on board unilaterally by our Chairperson. Despite the fast-paced environment and substantial financial pressures, which made it challenging to establish a coaching culture, my daily coaching efforts were well-received by the coachees. Team members expressed appreciation for the positive impact on dynamics, morale, confidence, communication and their ability to manage pressure effectively (refer to Learning Area 1, Learning Outcome 4 for details).*
- Reported directly to the Board of Directors. *My experience working with a five-member, homogenous (male, white, affluent, middle-aged) Board of Directors, whose leadership style was top-down and rigid, reinforced my belief that coaching is only effective when individuals are open and ready to embrace change. This environment posed significant challenges as it conflicted with my values and beliefs regarding a supportive and coaching-centric culture. I learned that my effectiveness as a coach is maximized when*

working with coachees who are motivated to learn, grow, and develop (refer to Learning Area 2, Learning Outcome 3 for details). It highlighted the considerable effort required to engage with coachees who are steadfast in their own approach and resistant to new perspectives. This understanding has been instrumental in refining my coaching practice, emphasizing the importance of alignment in values and openness to change for successful coaching outcomes.

1989 – 2016

Canadian Olympic Committee

- Held multiple roles, ultimately advancing to the position of Chief of Sport. *In this role, I discovered my deep passion for coaching and my desire to pursue it further. Supporting and developing people became one of the most fulfilling aspects of my responsibilities. I provided daily coaching to my six direct reports, many of whom subsequently received promotions, embarked on new career paths or pursued their passions elsewhere. My leadership style, unbeknownst to me at the time, was fundamentally rooted in coaching principles. This approach fostered excellent relationship with my direct reports and team members and even led members of other teams to seek out my coaching and mentoring.*
- Led all aspects of Canada's Olympic Team, where alongside the team, culturally transformed the preparation process for thousands of athletes, coaches, leaders and sport organizations for the Olympic Games.
- Accountable for developing and executing both long-term and annual strategic plans. Oversaw a team of 50 employees, contractors and interns, and managed an annual budget exceeding \$20 million (CDN).

PROFESSIONAL TRAINING

March 2021 – November 2023 Certified Master Business Coach™

- Earned the Certified Master Business Coach™ (CMBC™) designation from the Worldwide Association of Business Coaches (WABC). *I earned my CMBC™ designation through an advanced training program under Dr Peggy Marshall. The program's curriculum was rooted in psychology, organizational development, transformational learning, performance and neuroscience. The rigorous requirements included 20 weeks of two-hour in-class virtual sessions, weekly readings, reflections, analysis and coaching*

supervision. In preparation for the weekly classes, participants engaged with readings from *The Sage Handbook of Coaching* (Bachkirova et al., 2017), later replaced by *The Complete Handbook of Coaching* (Cox et al., 2018). These classes were supplemented with research articles to deepen our understanding and enhance in-class discussions. The minimum weekly commitment for reading, reflection and analysis was approximately eight hours, culminating in a comprehensive engagement of approximately 205 hours. (Class: 40 hours + Weekly Reading/Reflection: 160 hours + Coaching Supervision: 5 hours).

- Successfully fulfilled all program requirements, including the completion of three comprehensive reflective assignments. *The assignments focused on three distinct areas of coaching. The first assignment, titled “Positioning Coaching as a Discipline,” was a 1,500-word analysis. The second, “Coaching as a Process and Genres of Coaching,” extended to 3,700 words. The third, “Professional Practice Issues,” comprised 2,200 words. In each assignment, I articulated my learning outcomes, agreements and disagreements, areas of curiosity and the broader implications for coaching. Additionally, I compared and contrasted various theories and author perspectives, identified unresolved topics and outlined areas requiring further research. I dedicated an estimated 50 hours on these assignments.*
- Conducted desk-based research and a practical inquiry with a range of individuals on the topic of “What derails performance in the “messy middle”?” *Driven by my longstanding interest in performance, I selected a performance-related topic for my study. The hypothesis was that when individuals get into the “messy middle” (Brown, 2015, p.26-28) of their performance journey, various factors disrupt their change process, thereby impacting their performance objectives. For context purposes, this term describes the phase in an individual’s journey where progress becomes challenging (refer to Learning Area 2, Learning Outcome 1 for details). For this study, performance was defined as a self-identified goal to be achieved within a 60-day period. The study encompassed a literature review, identifying key aspects of performance and goal attainment, and analyzing specific theories and principles, such as change models, habits, motivation, coaching theories and neuroscience. The study aimed to better understand the factors contributing to goal abandonment, ultimately equipping coaches to more effectively support coachees, through this challenging phase of goal pursuit.*

The research began in March 2022 and was submitted in April 2023. It included three surveys, two stages of reflection and one final debrief, with 26 volunteers, participating in the 60-day journey. The resulting 18,000+ word paper, which took a minimum of 500 hours of experiential learning, revealed that none of the 21 volunteers who completed the research achieved their goal within the 60-day period (refer to Learning Area 1, Learning Outcome 3 for details and evidence). This study illuminated the challenges of behaviour and habit change in goal achievement. I gained a deeper compassion for individuals undergoing change and became better equipped to support them (refer to Reflective Essay for details). I learned of the importance of planning and the five stages of change based on the Transtheoretical Model (TTM) (Prochaska and Prochaska, 1999) became evident, allowing me to recognize my clients' readiness for change through the stages: pre-contemplation, contemplation, preparation, action and maintenance. In my coaching practice, I now emphasize breaking down goals into manageable tasks and rewarding progress, particularly when change is difficult.

February – August 2020

Certified Business Coach™

- Attained the Certified Business Coach™ (CBC™) designation from the Worldwide Association of Business Coaches (WABC). *This designation represented my second level certification and marked my first training program under the guidance of Dr. Peggy Marshall at the Global Institute of Organizational Coaching (Global IOC). A workbook, compiled by Dr. Marshall, along with supplementary research articles, provided a comprehensive foundation of the latest research relevant to coaching. From this training, I learned about change theories and the dynamics of how change occurs and the factors influencing it. I also gained insights into habit development, understanding how habits are formed and can be modified. The introduction to neuroscience provided me with an understanding of the brain's role in behavior and change. Additionally, I acquired tools and techniques for assessing personality traits and their impact on behavior and performance, which enhanced my ability to conduct personality assessments. Learning about the formation of beliefs and attitudes, and how they influence actions, was also crucial. Understanding the connection between one's mindset and their behaviors, as well as the factors that drive motivation and enhance performance, rounded out the coach training program. This comprehensive learning had*

a significant impact on my coaching practice as it enabled me to have a more holistic approach to coachee development.

- Successfully completed the training program, which encompassed 16 weeks of 90-minute in-class theory, supplemented by three hours of weekly reading and reflection. The program also included 10 hours of coaching supervision, five hours of peer coaching supervision, 128 coaching hours of practical coaching experience and culminated in a final reflective assignment known as the learning journey. *The weekly reading of research articles aligned with each module topic, ensured a solid understanding of the topic. Weekly 500-word assignments required a critical analysis of in-class theory, discussion and relevant research articles, aimed at reflecting on the learning and integration into practice. Although the program mandated 128 coaching hours, I surpassed this requirement by 17%, completing 149 hours. The final assignment, a 3,000-word reflective journey, focused on how to incorporate the learned concepts into my coaching practice. This training totalled approximately 273 hours. (Class: 24 hours + Weekly Reading/Reflection: 48 hours + Coaching Supervision: 10 hours + Coaching Practice: 149 hours + Weekly Assignments: 32 hours + Final Learning Journey: 10 hours).*

September 2016 - February 2017 Registered Corporate Coach™

- Earned the Registered Corporate Coach™ (RCC™) designation from the Worldwide Association of Business Coaches (WABC). *When I decided to pursue a coaching career, I researched various professional bodies and ultimately chose the Worldwide Association of Business Coaches (WABC). I was drawn to WABC because it resonated with my values and worldview, particularly regarding excellence and high standards. The WABC endorsed the People Dynamics Advantage Group Inc. as the provider for the RCC™ coach training program. From the training, I learned the foundational skills and competencies of coaching, which include establishing connection, facilitating conversation flow, exploring and attending to business and leadership contexts, creating space for reflection and planning and implementing change. These skills have had a profound impact on my coaching practice and have also influenced my personal development. They have enabled me to build strong, trusting relationships and have formed the core competencies of my coaching practice, by supporting my coachees in their personal and professional growth.*

- Completed the training program with the People Dynamics Advantage Group Inc. which encompassed 18 weeks of two-hour in-class theory sessions, supplemented by weekly reading, reflective assignments and self study. The program also included 30 hours of hands-on coaching practice and three personalized one-on-one mentoring sessions with the instructor coaches. *To further quantify these baseline requirements, I engaged in weekly readings and reflections from The Leadership Coach's Advantage: A Guide for Practice (Sinclair and Greenaway, 2013) averaging two hours per week. The three assignments included a self-study of their proprietary Practice Management Toolkit (5 hours), the creation of a personal learning plan of approximately 2,500 words (9 hours) and an ethics review of 1,200 words (5 hours). I was paired with a fellow coach and conducted nine impactful one-hour peer coaching sessions, fostering a professional relationship that continues today. Each peer coaching session required preparation and reflection, totalling 14 hours. With respect to the practice coaching requirements, I exceeded the standard by 24%, dedicating 52 hours to coaching, which included preparation and reflection time. The comprehensive program totalled approximately 179 hours. (Class: 36 hours + Weekly Reading/Reflection: 54 hours + Coaching Practice: 52 hours + Three Assignments: 19 hours + Peer Coaching: 14 hours + Mentoring: 4 hours).*

EDUCATION

March 2023 – Present	Master of Arts in Coaching and Mentoring University of Wales Trinity Saint David, Wales, United Kingdom
1986 – 1989	Bachelor of Science Concordia University, Montreal, Quebec, Canada
1984 – 1986	Diploma of College Studies, Health Sciences Dawson College, Montreal, Quebec, Canada
1980 – 1984	Secondary School Diploma William Hingston High School, Montreal, Quebec, Canada

AWARDS AND HONOURS

- Women of Influence: Five-time honoree awarded by Canadian Women and Sport (formerly Canadian Association for the Advancement of Women and Sport).
- Queen Elizabeth II Diamond Jubilee Medal: 2012 recipient, recognized for outstanding contribution to Canada.
- Concordia University Hall of Fame: Inducted in 2012 for exceptional achievements in the sport of basketball.
- Concordia Council on Student Life Merit Award: Honored in 1989 for exemplary efforts in enhancing the quality of student life.

Learn² Job Description

Title Facilitator and Coach, Leadership Development Programs
Reporting To Owner and Founder
Direct Reports - Facilitators. <i>Oversaw a team of one to three facilitators responsible for delivering the premiere client's leadership development programs. The number of facilitators varied based on client and participant volume and included both full-time employees and contracted professionals.</i> - Coaches. <i>Managed a team of one to three contracted coaches, contingent on the volume of participants.</i> - Administrative Support Staff. <i>Oversaw up to three administrative support team members dependant on workload demands.</i> - Program Support Vendors. <i>Collaborated with two to four vendors specializing in areas such as technology, graphic designer and video editing, to directly support program delivery.</i>
Main Purpose Assume full accountability for the leadership development programs. <i>Learn² is a learning organization with two distinct leadership development business units: programs and experiences. I spearheaded the leadership development programs unit, which includes a robust coaching component. The central program was designed to be highly customizable, tailored to meet the unique needs of each client. Much like building blocks that can be assembled in various configurations to create diverse structures, each element of the program, whether a tool, model, or concept, can be configured differently to address specific learning objectives and goals for each client.</i> - Oversee and manage all aspects of the leadership development programs for the premiere client. <i>Since 2021, I oversaw the relationship with our premiere client, whose partnership contributed approximately 60% of the company's revenue. Leveraging my coaching skills, I have cultivated a strong, trust-based relationship and</i>

maintained a hyper-responsive approach to addressing the premier client's needs and goals.

- **Facilitate** the company's acclaimed learning programs, employing a participant-driven approach to maximizing engagement and effectiveness. *I facilitated and led a team of facilitators, utilizing a participant-driven approach that aligned with Knowles' principles of adult-learning (1978, p. 71). Similar to coaching, the traditional "teach" aspect is eliminated, empowering participants to take control of their own learning journey. During the delivery, a coaching environment was fostered, encouraging participants to coach each other. I oversaw our facilitators in creating an atmosphere where participants felt comfortable asking questions, sharing diverse perspectives and discovering their own solutions. As facilitator, I guided the process by introducing various tools, models and concepts to support learning.*
- **Coach** participants to empower them to adapt and customize their learning, growth and development based on their unique needs and context. *I coached and was responsible for overseeing the team of coaches. While not exclusively, the majority of the coaching delivered was integrated with our leadership programs. Each participant was paired with an accountability partner. The primary objective of the coaching interventions was to assist participants in demonstrating business impact for one of their key deliverables. We coached participants to refine their business skills and identify the return on investment (ROI) of their initiative (refer to Learning Area 1, Learning Outcomes 1 to 3 for details). I specifically guided participants in identifying actionable steps to achieve their deliverables, as well as fostering introspective reflection on how they would present themselves differently as leaders.*

Duties and Responsibilities

- Lead **needs assessment** with clients, including the premiere client, to accurately determine program requirements. *Once Learn² made a sale, I met with the program sponsor to discuss their learning objectives. Utilizing my coaching skills, I sought to understand their needs, priorities, challenges and context for their need. In the subsequent meeting, I presented a program outline drawn from a menu of tools, models and concepts, many of which were introduced to me during my coach training programs. Upon the client's approval of the program outline, which incorporated*

coaching as a core component, the program was developed. Understanding the importance of establishing a strong and trustworthy relationship from my coaching experience, I led the program needs assessment meetings for our premier client, held twice a year. If additional investment was warranted, I negotiated a win-win cost solution. Additionally, I used my coaching skills daily to foster an internal team environment where transparency and honesty were highly valued.

- Craft and refine the leadership development program **content**, including the coaching component, to ensure alignment with client learning objectives. *The premiere client's leadership development programs were structured into four modules, each lasting two hours, and were accompanied by two 45-minute coaching sessions. The program content was designed to include unique elements tailored to the specific learning objectives of each leadership level, alongside core elements that were consistent across all levels. As of March 2023, the premiere client mandated a reduction in the core content from 75% to 33%. This change enabled me to lead the integration of my coach training into the Fall 2023 and Spring 2024 curricula, incorporating 50 distinct tools, models, and concepts.*
- Identify, source and develop high-quality **collateral** as learning aids for leadership development programs, ensuring they effectively support and enhance participant learning. *Learning aids, including videos, participant manuals, personas, checklists, reflection questions, and more, were utilized by participants before, during and after each module of the program. In preparation for each module, participants were expected to spend up to 15 minutes watching specific videos and reflecting on questions to initiate their learning process.*
- Lead the **team of facilitators and coaches** in training and upskilling, ensuring the delivery of an exceptional learning experience for participants and clients. *I led the training and upskilling of facilitators and coaches, conducting formal sessions twice a year to align with the delivery schedule for our premier client. If the timing didn't coincide with the needs of other clients, I organized additional training sessions tailored to their specific requirements. During these sessions, I leveraged my coaching skills to empower the facilitators and coaches, enabling them to drive the conversation based on their learning needs. Upskilling was necessary due to program changes, ensuring that all Learn² facilitators and coaches remained proficient and adaptable.*

- **Facilitate** dynamic, participant-driven leadership development programs in both English and French. *As one of the facilitators, I organized my schedule to deliver as many programs as possible, typically accommodating between eight to ten cohorts annually. The majority of these cohorts were conducted in English.*
- Cultivate a strength-based, solution-focused **coaching** environment, guiding coachees to elevate performance and drive measurable business impact through meaningful dialogue in a neutral and safe space. *The principle I established, which was supported by the team of facilitators and coaches, was to ensure that the facilitator and coach for each cohort were different individuals. Drawing from my coaching expertise, I understood the critical importance of the coach-coachee relationship. This principle ensured that participants were paired with a coach who was not their facilitator, allowing the coach to approach the relationship without bias, as they were neutral and unaware of any discussions from the leadership training sessions. Of the eight to ten cohorts I delivered annually, I coached approximately 20%-30% of the participants. I found that I was most effective with English-speaking “leader of leaders”, although they represented a smaller segment of the population. Depending on my management responsibilities, I typically coached between 80-160 sessions annually.*
- Oversee **stakeholder communication** with a primary emphasis on the premiere client. *For each client and especially with the premiere client, upon completion of each module, participants received a link to a survey consisting of up to 10 questions. Participants anonymously rated the content, facilitator and coach on a scale of one to 10, shared what they valued most, and provided suggestions for program improvement. As the person accountable for the program, I analyzed all participant feedback, benchmarked the scores against industry standards, identified themes of concern to the client and made recommendations for program pivots. Drawing from my coaching experience, I recognized the importance of also sharing special positive mentions with the client, facilitator or coach. I solicited input from facilitators and coaches to identify themes and collaboratively build the presentation to the client. This ongoing client communication, which I led, took place virtually on a monthly basis and lasted up to 60 minutes. When ratings fell below industry standards, I used coaching techniques to foster an environment where facilitators and coaches felt*

psychologically safe to speak openly about the program, their facilitation or coaching challenges. Leveraging my team coaching experience, I aimed to create an internal team environment focused on presenting solutions to the client, rather than dwelling on problems or assigning blame. For the final post-program debrief with clients I reported participant ratings, identified key themes and formulated recommendations based on participant feedback, insights from our facilitators and coaches and consultations with the company's owner and founder and support personnel. Recognizing from coaching that everyone's perspective is different, important, and valid, I ensured that all viewpoints were considered in the final analysis and recommendations.

- Execute a **pilot return on investment (ROI)** initiative for the leadership development and coaching program for the premiere client. *In 2021, our premiere client instructed Learn² to develop a methodology for conducting a return on investment (ROI) analysis of the leadership development and coaching program, which represented the client's single largest leadership development training expense. Drawing on my coach training and understanding of ROI in coaching, I collaborated with the client to identify a process that met their needs (refer to Learning Area 1, Learning Outcome 2 for details). The resulting economic impact of the program demonstrated an ROI ranging from 2.08X to 126.38X (refer to Learning Area 1, Learning Outcome 3 for details).*
- Design and execute a comprehensive **communication** plan with participants of the leadership development programs to enhance and elevate their learning experience. *I mapped out the various touchpoints throughout the participants' learning journey and created a streamlined communication plan from their perspective. Coaching honed my ability to empathize and view situations from others' vantage points. Additionally, I applied my knowledge of "noise" as defined by Achor (2013, p.156) in "Before Happiness", to ensure the information received was timely and relevant. To reduce information overload, participants received a single email one week before their program. This email included their participant manual in a fillable portable document format (PDF), along with instructions on how to connect virtually to the modules and coaching sessions. Homework assignments are provided at the end of each module, directing participants to the next module's proactive preparation section in their manual. For the two coaching sessions, participants receive an agenda and a guide to*

help them prepare. One week after the program concludes, participants receive an email that reminded them of their achievements and celebrated their learning progress. This approach emphasized the importance of reflecting on progress and successes, drawing from my coaching experience with behavioral change.

- Serve as the primary **point of contact** for resolving issues with premiere client, participants, facilitators, coaches and vendors. *Due to the volume of participants, Learn²'s administrative support person was the first point of contact for participant inquiries. If an issue required escalation, it was referred to me. For all other stakeholders, including clients, facilitators, coaches and vendors, I served as the primary point of contact for issue resolution. In addressing problems, I consistently applied coaching techniques to identify options and work through solutions, striving for win-win collaboration. Every discussion became a coaching conversation, reflecting my values and leadership style. Coaching was not just a skill, but a comprehensive framework and leadership approach that permeated every aspect of my personal and professional conduct.*

Qualifications

- **Bilingual Proficiency:** Fluent in both French (oral) and English (oral and written communication).
- **Experienced Facilitator:** Seasoned facilitator or instructor with a minimum of five years of experience.
- **Certified Coach:** Certified coach with a proven track record of supporting leaders in growth, development, and achieving business impact.
- **Corporate Experience:** Extensive experience across various job levels within a corporate environment.
- **Team Management:** Proficient in managing teams, budgets, and delivering against performance objectives.
- **Participant-Driven Programs:** Confident in delivering participant-driven learning programs.
- **Alignment with Business Objectives:** Skilled at listening for participant learning outcomes and aligning them with overall business objectives.

- **Client Engagement:** Superior listening, client engagement, and relationship-building skills.
- **Effective Communication:** Confident and articulate communicator, able to convey requirements and expectations clearly to achieve desired results.
- **Adult Learning Principles:** In-depth knowledge of adult learning principles and the ability to integrate them into program designs.
- **Video Conferencing Platforms Proficiency:** Comfortable working in both in-person and digital platforms (Zoom, WebEx, MS Teams, etc.).
- **PowerPoint Proficiency:** Proficient knowledge of PowerPoint.
- **Multitasking:** Adept at multitasking in an innovative, fast-paced environment.
- **Continuous Learning:** Committed to professional development and continuous learning opportunities.

KasKor Business Coaching

Job Description

Title

Owner and Founder, KasKor Business Coaching. *Kaskor Business Coaching was inspired by the names of my twin daughters, Kassandra and Korina. As a self-employed sole proprietor, I registered KasKor in Quebec, Canada, in May 2016.*

Main Purpose

Kaskor Business Coaching's mission is to empower individuals, teams and organizations dedicated to removing obstacles that hinder performance, recognizing that people and leaders are the key drivers of sustainable success. *I trademarked "Assalian Model for Success" as a leadership tool, developed from my experience, knowledge and lifelong commitment to excellence. This model serves as a framework, empowering leaders, teams and organizations to achieve the sustainable success outlined in my company's mission.*

Duties and Responsibilities

- Formulate and drive the **strategic direction** for the company. *A foundational aspect of the strategic direction for my company was to collaborate with clients whose values aligned with mine. This ethical consideration, ingrained in me through my coach training, proved invaluable. For instance, I chose not to engage with a lucrative international client who wanted me to operate in a manner misaligned with my principles. My ideal client profile consisted of those who fundamentally believed that their people were their greatest asset and were committed to elevating performance in a people-centric and results-focused environment. From my coaching experience, I understood that change must be driven by actions, not just intentions. My purpose as a coach is to provide clients with the necessary tools to act and implement meaningful change in pursuit of a goal.*
- Define the service offering and **value proposition**. *My menu of services included coaching, consulting, facilitating and leadership development. These offerings evolved as I continued my learning and experiential journey. Nonetheless, my coaching skills were intricately woven into the fabric of who I am and what I offered as a service provider. My value proposition lay in the combination of extensive coaching*

knowledge and practical, hands-on experience to support clients in elevating their performance.

- Develop and execute a **business plan** that aligns with the company's core values. *I actively sought ways to grow the business, leveraging my coaching knowledge and leadership experience as competitive advantages for both myself and my clients. The business plan focused on securing one major client who would commit to purchasing three to four days of my time per week for a minimum of one year. This strategy proved highly effective, allowing me the stability to pursue professional development opportunities and source additional clients.*
- Strategize and implement **marketing and promotional efforts** to achieve annual goals. *I collaborated with a vendor to develop my marketing assets, including my website. Additionally, I devised a comprehensive strategy to expand the business's digital marketing footprint, although the plan had not yet been implemented to its full extent. I intend to leverage my MA in Coaching and Mentoring to better promote my services and emphasize the significance of hiring qualified coaches and mentors.*
- Oversee all **financial operations** to ensure compliance with public authorities. *I developed and managed the annual budget, ensuring all financial matters were meticulously handled and that KasKor Business Coaching remained in compliance with government regulations. Since its inception in 2016, the company has been profitable every year.*
- Manage all **stakeholder communications**. *I diligently maintained and expanded a network of past, present and potential clients. Residing in Quebec, Canada, my client base was primarily located within Quebec or had a national scope. Consequently, effective communication in both of Canada's official languages (English and French) was essential. I engaged with my clients in their preferred language, ensuring that my services were provided bilingually to meet their needs and preferences.*
- Remain informed about the **latest public discourse** on coaching and leadership topics. *Remaining informed about the latest thought leadership in coaching and leadership is both critical and expected. My clients rely on my expertise and up-to-date knowledge to address current challenges. I achieved this by attending webinars and coaching conferences, such as the virtual coaching conference organized by the Association for Coaching, in collaboration with the Institute of Coaching at McLean*

Hospital, a Harvard Medical School Affiliate, in June 2020. The theme of the conference was "Coaching in the Workplace: Performance. Culture. Mastery," featuring speakers such as Richard Boyatzis, Carol Kauffman, Hetty Einzig and Jeffrey Hull. Events such as these provided invaluable learning opportunities that directly impacted my practice. By integrating the insights and strategies presented by thought leaders, I enhanced my coaching techniques and broadened my understanding of contemporary challenges in leadership. Reflection played a crucial role in this process, as I continually assessed the applicability of new concepts and adjusted my methods accordingly. The knowledge acquired from such conferences, combined with reflective practices, enabled me to deliver more effective and relevant coaching solutions. This commitment to continuous improvement ensured that I remained a trusted and knowledgeable resource for my clients, helping them navigate and overcome their leadership challenges with confidence.

- Provide high-caliber **business coaching** and other tailored services that precisely meet the needs of clients. *In the course of my discussions with potential clients, I seek to clarify expectations and define goals for coaching as a strategic tool for leadership development, change management or other learning objectives. Moving forward, the contracts I negotiate will comprehensively address key elements such as reporting protocols, points of contact, issue resolution processes, confidentiality, code of conduct and ethics, access to information and engagement with the coachees' key team members, ensuring all aspects are thoroughly covered.*

Qualifications

- **Expertise and experience:** Possesses extensive knowledge and experience as both a coach and leader, demonstrating or having the potential to achieve world-class standards within the industry.
- **Professional Coaching Credentials:** Holds a formal coaching credential based on rigorous training and education from an esteemed academic institution or a recognized professional body such as the Worldwide Association of Business Coaches (WABC).

Skills

- Bilingual Communication
- Client-Centric Focus

- Results-Oriented
- Adaptability
- Emotional Intelligence.
- Problem-Solving
- Organizational Skills
- Virtual Proficiency
- Technical Proficiency
- Business Acumen

The ideal candidate possesses excellent bilingual communication skills in both English and French, ensuring clear and effective interactions with diverse clients. Demonstrating a strong client-centric focus, they are adept at understanding and meeting client needs while being driven by achieving tangible, results-oriented outcomes. Their adaptability allows them to tailor strategies to align with client requirements seamlessly. With high emotional intelligence, they excel in building strong interpersonal relationships and are skilled problem-solvers capable of rapid troubleshooting. Highly organized and proficient in time management, they are comfortable using various video conference platforms. Additionally, they have a strong business acumen, understanding the broader organizational context and contributing to strategic goals.

REFERENCE LIST

Achor, S. (2013) *Before happiness*. New York: Virgin Books.

Bachkirova, T., Spence, G. and Drake, D. (2017) *The sage handbook of coaching*. Los Angeles: SAGE Reference.

Brown, B. (2015) *Rising strong*. New York: Random House.

Cox, E., Bachkirova, T. and Clutterbuck, D. (2018) *The complete handbook of coaching*. 3rd edn. Thousand Oaks: SAGE Publications.

Kirkpatrick, D.L. (1977) 'Evaluating training programs – evidence vs. proof', *Training and Development Journal*, 31(11), pp. 9–12. Available at: <https://research-ebSCO-com.ezproxy.uwtsd.ac.uk/linkprocessor/plink?id=a9543976-a830-3285-9735-034b06e6e399> (Accessed: 17 July 2024).

Knowles, M. S. (1978) *The adult learner: A neglected species*. London: Gulf Publishing Company.

Prochaska, J.O. and Prochaska, J.M. (1999) 'Why don't continents move? Why don't people change?', *Journal of Psychotherapy Integration*, 9(1), pp. 83–102. Available at: <https://doi:10.1023/A:1023210911909>

Sinclair, M. and Greenaway, D. (2013) 'The leadership coach's advantage: a guide for practice'. People Dynamics Learning. Unpublished.

Spangenberg, H. H., Esterhuyse, J. J., Visser, J. H., Briedenhann, J. E. and Calitz, C. J. (1989) 'Construction of behaviourally anchored rating scales (BARS) for the measurement of managerial performance', *Journal of Industrial Psychology*, 15(1), pp. 22–27. Available at: <https://doi.org/10.4102/sajip.v15i1.480>