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**REQUEST FOR PROPOSALS
 GMU-1707-21**

ISSUE DATE: June 10, 2021
TITLE: Coach Training Services
PRIMARY PROCUREMENT OFFICER: Erin Rauch, Assistant Director, erauch@gmu.edu
SECONDARY PROCUREMENT OFFICER: James F. Russell, Director, jrussell@gmu.edu

QUESTIONS/INQUIRIES: E-mail all inquiries to both Procurement Officers listed above, no later than 4:00 PM EST on June 24, 2021. **All questions must be submitted in writing.** Responses to questions will be posted on the [Mason Purchasing Website](#) by 5:00 PM EST on July 1, 2021. Note: Questions must be submitted in WORD format. Also see section III. COMMUNICATION, herein.

PROPOSAL DUE DATE AND TIME: August 13, 2021 @ 2:00 PM EST. **SEE SECTION XIII.A.1 FOR DETAILS ON ELECTRONIC PROPOSAL SUBMISSION.**

In Compliance With This Request For Proposal And To All The Conditions Imposed Therein And Hereby Incorporated By Reference, The Undersigned Offers And Agrees To Furnish The Goods/Services In Accordance With The Attached Signed Proposal Or As Mutually Agreed Upon By Subsequent Negotiations.

Name and Address of Firm:

Legal Name: The Introvert Entrepreneur, LLC

Date: Aug 12, 2021

DBA: ZOPA Consulting

Address: 1642 Jefferson St.
Muskegon, MI 49441

By: 
 Signature

FEI/FIN No. 26-4031579

Name: Beth L. Buelow

Fax No. N/A

Title: Owner

Email: info@bethbuelow.com

Telephone No. 231-260-1949

SWaM Certified: Yes: _____ No: X (See Section VII. SWaM CERTIFICATION for complete details).

SWaM Certification Number: N/A

This public body does not discriminate against faith-based organizations in accordance with the *Governing Rules*, § 36 or against a Bidder/Offeror because of race, religion, color, sex, national origin, age, disability, or any other prohibited by state law relating to discrimination in employment.

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Offerer: Beth L. Buelow, PCC

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XIII. PROPOSAL PREPARATION AND SUBMISSION REQUIREMENTS:

B. SPECIFIC REQUIREMENTS: Proposals should be as thorough and detailed as possible to allow Mason to properly evaluate the Offeror's capabilities and approach toward providing the required services. Offerors are required to submit the following items as a complete proposal.

2. Methodology/Approach: Submit specific plan for providing the service(s) outlined in section X, Statement of Needs.

b. Learning Lab Advisors:

Explain the reasoning behind the ICF markers.

With the increasing diversity of coaching specialties, training programs, and experiences that people bring to their coaching work, it's important that there be a baseline standard of practice that provides guidance across that diversity, while still taking it into account. There's no one definitive standard that everyone could be expected to meet. There is too much subjectiveness in coaching, so many times when "it depends..." is an appropriate lead-in to reflecting on what might be a best practice in any given coaching scenario. That inherent subjectiveness lends both richness and challenge to the coaching profession.

By not having a one-size-fits-all approach, effective coaching leaves generous space for different styles, niches, frameworks, tools, and cultural and social contexts. This wonderful richness also presents a challenge: how do you create supportive cohesion and shared practices across an incredibly complex and diverse coach/client system?

This is where the ICF Core Competencies and Markers become valuable. They serve as both a connecting thread and guardrails in a profession that, while unregulated and unlicensed, has an undeniable influence on the personal and professional lives of millions of people. Whereas the competencies consider the entire system of the coach/client partnership, including all relevant stakeholders and all stages of the engagement from initial contact to completion, the markers focus on skills and standards that ideally will be present within the coaching session itself. This is to facilitate assessment of observable coaching skills at different levels of coaching.

The markers align with the competencies but acknowledge that there are certain aspects (for instance, Demonstrates Ethical Practice and Embodies a Coaching Mindset) that will mostly be demonstrated implicitly, not explicitly, within the stand-alone coaching conversation used for credentialing purposes. In many ways, the presence or absence of those aspects is made obvious by how well the coach adheres to the remaining six competencies. They form the foundation upon which the rest of the partnership is built; lacking ethics or a coaching mindset, the competencies that follow will be compromised.

In brief, the markers provide a common framework and language for coaches and trainers across diverse cultural contexts, niches, and methodologies. They establish a baseline,

outlining the basic skills that have been demonstrated by accomplished coaches and elicited successful results for clients. Finally, the markers “set the bar” for how we as professionals are expected to practice our craft. In the absence of governmental or regulatory oversight, the coaching profession has a better chance of maintaining its independence while increasing its credibility and influence if it adheres to self-regulated high standards of excellence. The ICF Core Competencies, the code of ethics, and the assessment markers serve as integrity anchors across a global community of coaches.

[Explain] the purpose of competency #7 in a coaching session.

I’ve heard it asked: if a client doesn’t experience new or renewed awareness, did coaching really take place? The question challenges us to consider what makes coaching powerful. It also compels us to differentiate between awareness that’s gained through coaching, and that gained through other modalities, such as counseling, therapy, consulting, and the like.

The response to both of those questions is outlined in the subtleties of Evokes Awareness and speaks to its purpose in the coaching partnership.

It was a wise decision to combine “Creating Awareness,” “Powerful Questioning,” and “Direct Communication” from the 11-point model into a single competency, “Evokes Awareness.” Each of the previous framings seemed to put the onus on the coach to be in the driver’s seat.

“Creating Awareness” and its subpoints frequently use language that could be perceived as directive or as not holding the client as whole, capable, and resourceful: “Identifies for…” “Communicates…” “Goes beyond…” “Helps clients.”

“Powerful Questioning” and “Direct Communication” could, especially in the hands of newer coaches, put an unneeded, self-conscious pressure on the coach to be direct and powerful. This pressure distracts them from actively listening to and fully partnering with their client. I’ve heard from almost every coach-client I’ve worked with: “I want to ask more powerful questions.” My encouragement to them is to release the pressure of “powerful,” because we coaches don’t decide what’s powerful. Our clients decide.

“Evokes Awareness” combines these three competencies into a continuum of behaviors and practices that support client growth. It also provides consistent reminders that the coach is the partner, guide, and facilitator for the client’s awareness, and not the generator.

The focus on awareness is a goal shared by coaching, consulting, and therapy. There are important differences, however, in the means and intention of that awareness. In consulting, awareness is created in the client because the consultant is expected to deliver feedback, data, structures, processes, or other resources that provide new information. The goal is to solve the problem; good consultants have an influence on the person, but the core intention is problem oriented.

Therapy is more co-created than consulting but still therapist-led, with the therapist being in the position of expert and offering more direct feedback to the client. Of course, in therapy, awareness-building is also *past-present*.

Coaching differs from both in that the coach is not a content expert and does not provide diagnosis or advice, instead using reflection and curiosity as the primary means to stimulate *present-future* awareness that comes directly from the client. From that awareness, action is client-designed and incorporates some element of self-accountability.

This competency, particularly as restated in the new model, provides a constant invitation to partnership with the client. It also reminds us to consider the values and beliefs system the client is working within, as well as the larger context of their lives.

This is also the competency that involves the most risk. I've had many coach-clients express reluctance to challenge a client in a session (as stated in point 2 of the competency description). As one put it recently, "I feel like my pleaser tendencies are getting in the way of being of real service." There's a fear that if they challenge the client by offering a direct or provocative question or reflection, the client will get upset, lose trust, and/or fire the coach.

Through "Evokes Awareness," coaches are encouraged to challenge their clients when they perceive blind spots, values misalignments, limiting beliefs, and other patterns that go contrary to the client's stated goals. The key to challenging clients and minimizing the risk to the partnership is three-fold: 1) hold the client whole, capable, and resourceful; 2) remember the client is there to experience transformation and expects honest, direct communication (not cheerleading); and 3) offer the question or reflection without attachment.

It's also important for the coach to "evoke awareness" within themselves, which is prescribed in the Code of Ethics (Standard 16). The coach's capacity to adjust to the client, stay in curiosity, release attachment, and trust the agency of the client is connected to how much work they've done internally. Awareness should emerge from session choices made in service to the client and their goals, not from choices that satisfy or reflect the coach's curiosity or ego. Otherwise, who "owns" any resulting awareness is suspect.

The bottom-line purpose of this competency is echoed in a refrain I learned in coach training: deepen the learning, forward the action. Awareness is the gateway to greater wholeness, creativity, resiliency, progress, and alignment.

My goal with mentoring is to focus on evoking coach-client awareness of their strengths, stretches, and style. Coach-clients are encouraged to offer personal reflections and questions at the start of a session. Our initial emphasis is on noticing where their style and unique way of being was present; examples of when they demonstrated particular competencies; moments where they felt out of alignment with the competencies; and choice points, or opportunities for multiple directions in the conversation. Time spent on observed session specifics is balanced with more general awareness-building around coaching presence, partnership, and overall proficiency (fluency). Feedback is offered in a collaborative, peer coaching style. At its best, it is a mutually beneficial learning experience.

XIII.B.3 Qualifications and Experience: For each service proposed from section X, Statement of Needs, include a brief paragraph summarizing of your experience and expertise.

I've been coaching and providing personal/professional development services full-time since 2009, originally with a niche of introvert entrepreneurs and leaders (2010-2019). During that time, I served a wide-ranging clientele of all personality types, including leaders in health care systems and nonprofits, small business owners, and solopreneurs. I've teamed up with colleagues to design curriculum and deliver trainings for organizations ranging from hospitals to accounting firms to small nonprofits, for topics such as coaching skills for leaders, effective communication and conflict management, improv skills, resiliency and stress management, and feedback. It was while being engaged by inviteChange as a contracted coach to work with sales team leaders across the globe in a large international technology firm that I discovered an affinity for mentoring leaders who wanted to employ a coach approach with their teams. That led me to the Mentor Coaching Certification Program at inviteChange in 2020. Over the past 18 months, I've independently hosted six group mentoring programs, worked with more than 30 coaches on their credential renewal or application, joined JST Coaching & Training as a contracted Mentor Coach, and provided mentoring for alumni of the ISTOK program in China. I currently serve as President of ICF Michigan, and I've presented on the topics of coaching ethics and various core competencies to more than a dozen ICF chapters across the country, including ICF Converge 2017. On August 27, I'm honored to be a guest panelist at the ICF India Conclave 2021, speaking on the topic of coaching for growth and inclusion in the context of DEIB.

XIII.B.3.a. Up to a 2-page, project-based resume with education, certifications, and 2-4 sentences on each project that relates to the service proposed. Include durations with months and years the project occurred. See pages 6-7

XIII.B.3.b. Include any experience working with diverse populations. Included in Resume

Beth L. Buelow, PCC

ICF Professional Certified Coach | Certified Mentor Coach
info@bethbuelow.com | 231.260.1949
[linkedin.com/in/bethbuelow](https://www.linkedin.com/in/bethbuelow) | bethbuelow.com

Professional Coaching Experience

Coach, Author, Speaker, Facilitator

ZOPA Consulting & The Introvert Entrepreneur, Tacoma, WA & Muskegon, MI,
Jan 2009–present

Coach since 2009; Founder of The Introvert Entrepreneur, 2010. Provide coaching, mentoring, consulting, and speaking services to individuals and organizations nationally and internationally. Provide ICF mentor coaching to aspiring and current ACC and PCC coaches, including 1:1 and small group. Present regularly on coaching competencies for ICF chapters and coaching-related organizations. Offer an ICF Core Competency CCE-approved program on coaching ethics.

Contracted Leadership and Mentor Coaching

Mentor Coach

International Coach Centre ISTOK (China), June–Aug 2021
JST Coaching & Training, Feb 2021–present

As a contracted Mentor Coach, provide small group and 1:1 mentor coaching for ICF credentialing purposes to coaching program participants. With JST, also leading a group mentoring program for JST alumni who are renewing their ACC credential. JST specializes in Students and ADHD coach training.

Coach Practitioner

inviteChange, Mar 2019–Sept 2020

Engaged as a coach practitioner working with 20+ global leaders to integrate “The Coaching Habit” into their leadership style and team culture. Reviewed 1:1 coaching sessions with their direct reports and identified strengths and progress while exploring opportunities for growth.

Leadership Coach

JDG Strategic Services for Leaders and Teams, Inc., Tacoma, WA, Jan 2011–Mar 2020

As a contracted coach, served as part of a carefully selected team of dynamic, highly experienced coaches who provided leadership coaching and training services to primarily nonprofit organizations, with a specialty in health care.

Additional Experience

Milwaukee, WI; Traverse City, MI, 1996–2009

Worked as an employee with a diverse group of nonprofit organizations, including arts education, religious, and philanthropic. Roles included fund raising, marketing and communications, and grant making. Depending on the role, responsibilities included managing budgets, direct reports, programs, and campaigns. Additional details provided upon request.

Education & Accreditation Highlights

Positive Intelligence Program, July–Sept 2021
Conversations2Mastery Program, Feb–June 2021
Certified Mentor Coach, Mentor Coach Certification Prog., inviteChange, Apr–Oct 2020
Narrative Coaching Enhanced Training Program w/Dr. David B. Drake, January–July 2018
Basic Mediation Training, Center for Dialog & Resolution (Tacoma, WA), Fall 2017
Professional Certified Coach (PCC), International Coaching Federation, Jan 2016
Associate Certified Coach (ACC), International Coaching Federation, Jan 2010
Certified Professional Coach (CPC), inviteChange, Dec 2009
Living Your Vision® Licensed Facilitator Training, Nov 2009

Indiana University, MA in Arts Administration, 1996
Northwestern University, MM in Music Performance, 1994
University of Louisville, BM in Music Performance, 1993

Volunteering & Community

President, ICF Michigan Charter Chapter, 2021
Education Chair and President Elect, ICF Michigan Charter Chapter, 2019–2020
Board Member, C3: West MI's Inclusive Spiritual Community, Grand Haven, MI, 2019–
Volunteer Civil Mediator, Mediation and Restorative Services, Muskegon, MI, 2018–
Deacon, Immanuel Presbyterian Church, Tacoma, WA, 2016–2018
Facilitator, Civil Conversations Gatherings, Tacoma, WA, July 2017–December 2017
Photographer, Symphony Tacoma, Tacoma, WA, 2011–2017
Member, Traverse Bay Sunrise Rotary, Traverse City, MI, 2003–2007
Program Notes Annotator, various orchestras, 1999–2016

Professional Highlights

Publications

“The Introvert Entrepreneur: Amplify Your Strengths and Create Success on Your Own Terms,” Penguin Random House/TarcherPerigee, Nov 2015:
<http://theintrovertentrepreneur.com/books>

Speaking Engagements, Interviews and article contributions, various:
<http://theintrovertentrepreneur.com/about/media/> and
<https://theintrovertentrepreneur.com/speaking/>

XIII.B.4. References: No fewer than three (3) that demonstrates the Offeror’s qualifications and experience preferably from other higher education institutions of comparable size and scope. Include a contact name, phone number, email address for each reference and indicate the length of service of the account.

Janet Harvey, MCC

CEO & President, inviteChange

Managing Director of Training

Office: 877-228-2622 Ext 208

Direct: +1 360-632-9092

Engaged for leadership coaching contract: March 2019 – Sept 2020

Instructor, Certified Mentor Coach Program, April – Oct 2020

Jodi Sleeper-Triplett, MCC, SCAC, BCC

Founder & CEO, JST Coaching & Training

Immediate Past President, Association of Coach Training Organizations

Office: 703-548-3161

Mobile: 703-851-7161

Engaged for Mentor Coaching (1:1 and Group) contract: February 2021 – present

Jan Berg, MCC

Generative Wholeness Practitioner, inviteChange

Certified Coaching Supervisor

Certified Mentor Coach

Office: 877-228-2622 Ext 212

Direct: 253-376-0519

Coaching training instructor: July 2008 – Dec 2009

Instructor, Voice Dialogue: Nov 2010

Mentor Coach: Sept-Nov 2015

Instructor, Mentor Coach Certification Program: April – Oct 2020

Coach Supervisor: March – July 2020

XIII.B.5. In your proposal response please address the following:

- a. **Are you and/or your subcontractor currently involved in litigation with any party?**
No
- b. **Please list any investigation or action from any state, local, federal or other regulatory body (OSHA, IRS, DOL, etc.) related to your firm or any subcontractor in the last three years.** N/A
- c. **Please list all lawsuits that involved your firm or any subcontractor in the last three years.** N/A

**ATTACHMENT A
SMALL BUSINESS
SUBCONTRACTING PLAN TO BE
COMPLETED BY OFFEROR**

Offerors must advise any portion of this contract that will be subcontracted. It is the goal of the Commonwealth that over 42% of its purchases be made from small businesses. All potential offerors are required to include this document with their proposal in order to be considered responsive.

Small Business: "Small business (including micro)" means a business which holds a certification as such by the Virginia Department of Small Business and Supplier Diversity (DSBSD) on the due date and time for proposals. This shall also include DSBSD certified women- owned and minority-owned businesses and businesses with DSBSD service disabled veteran owned status when they also hold a DSBSD certification as a small business on the proposal due date. Currently, DSBSD offers small business certification and micro business designation to firms that qualify.

Certification applications are available through DSBSD online at www.SBSD.virginia.gov (Customer Service).

Offeror Name: Beth L. Buelow, PCC

Preparer Name: Same **Date:** Aug 12, 2021

Who will be doing the work: I plan to use subcontractors I plan to complete all work

Instructions

A. If you are certified by the DSBSD as a micro/small business, complete Section A of this form. **N/A**

B. If the "I plan to use subcontractors" box is checked, complete Section B of this form. For the proposal to be considered and the offeror to be declared responsive, the offeror shall identify the portions of the contract that will be subcontracted to any subcontractor, to include DSBSD certified small business for the initial contract period in relation to the offeror's total price for the initial contract period in Section B. **N/A**

Section A **N/A**

If your firm is certified by the DSBSD provide your certification number and the date of certification. Certification Number: _____ Certification Date: _____

Section B **N/A**

If the "I plan to use subcontractors" box is checked, populate the requested information below, per subcontractor to show your firm's plans for utilization of any subcontractor, to include DSBSD-certified small businesses, in the performance of this contract for the initial contract period in relation to the offeror's total price for the initial contract period. Certified small businesses include but are not limited to DSBSD-certified women-owned and minority-owned businesses and businesses with DSBSD service disabled veteran-owned status that have also received the DSBSD small business certification. Include plans to utilize small businesses as part of joint ventures, partnerships, subcontractors, suppliers, etc. It is important to note that these proposed participation will be incorporated into the subsequent contract and will be a requirement of the contract. Failure to obtain the proposed participation dollar value or percentages may result in breach of the contract.

B. Plans for Utilization of Any subcontractor, to include DSBSD-Certified Small Businesses, for this Procurement Subcontract #1 **N/A**

XIII.B.6. Proposed Pricing

b. Coach Training Program: Learning Lab Advisors i. Fixed program rate: 5 half days, plus 18 hours of mentor coaching, and 40 hours of coaching performance evaluation.

\$7,500 fixed per-program rate.