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Connie Reimers-Hild
University of Nebraska-Lincoln, creimers2@unl.edu

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Market Report	Yr Ago	4 Wks Ag	11/2/12
Livestock and Products, Weekly Average			
Nebraska Slaughter Steers, 35-65% Choice, Live Weight	$122.87	$124.00	$ *
Nebraska Feeder Steers, Med. & Large Frame, 550-600 lb.	157.29	*	161.42
Nebraska Feeder Steers, Med. & Large Frame 750-800 lb.	145.12	*	147.83
Choice Boxed Beef, 600-750 lb. Carcass	187.53	190.34	195.34
Western Corn Belt Base Hog Price Carcass, Negotiated	85.92	77.97	80.44
Pork Carcass Cutout, 185 lb. Carcass, 51-52% Lean	94.45	84.46	85.41
Slaughter Lambs, Ch. & Pr., Heavy, Wooled, South Dakota, Direct	167.00	77.50	86.25
National Carcass Lamb Cutout, FOB	407.53	312.54	302.18
Crops, Daily Spot Prices			
Wheat, No. 1, H.W. Imperial, bu.	6.36	7.96	8.39
Corn, No. 2, Yellow Nebraska City, bu.	6.53	7.38	7.44
Soybeans, No. 1, Yellow Nebraska City, bu.	12.01	15.12	15.07
Grain Sorghum, No. 2, Yellow Dorchester, cwt.	11.14	12.46	12.59
Oats, No. 2, Heavy Minneapolis, MN , bu.	3.47	3.93	3.82
Feed			
Alfalfa, Large Square Bales, Good to Premium, RFV 160-185 Northeast Nebraska, ton	190.00	237.50	237.50
Alfalfa, Large Rounds, Good Platte Valley, ton	132.50	215.00	215.00
Grass Hay, Large Rounds, Good Nebraska, ton	90.00	185.00	190.00
Dried Distillers Grains, 10% Moisture, Nebraska Average	231.50	269.00	287.25
Wet Distillers Grains, 65-70% Moisture, Nebraska Average	75.75	104.00	107.25

*No Market

Coaching is emerging as a tool that can be used to achieve sustainable personal, organizational and business innovation. Both the need and demand for good coaching is increasing. The 2012 International Coach Federation Global Study estimates the number of professional coaches to be around 47,500. These coaches generate approximately two billion dollars in annual revenue. Organizational investments in coaching are reported to be around 1.5 billion dollars, and the gift of a life coach was one of the most popular gifting ideas in the fall of 2006 (Bennet and Wayne Bush, 2009). Coaches and coaching programs exist for almost every area of personal development or need. Countless coaching niches and programs are available (Table 1), and more are being created as the profession continues to evolve.

Table 1. A Partial List of Coaching Programs and Niches

Life Coaching	Creativity Coaching
Grief Coaching	Business Coaching
Spiritual Coaching	Instructor/Teacher Coaching
Innovation Coaching	Student/Learner Coaching
Personality Coaching	Relationship Coaching
Executive Coaching	Social Media Coaching
Leadership Coaching	Sales Coaching
Health & Wellness Coaching	

Coaching is easily misunderstood; therefore, it is important to discuss the concept of coaching. The terms therapy, counseling, mentoring and coaching are often used interchangeably, but the practices are actually very different. Therapy, counseling and mentoring all imply wisdom being shared by an expert. This article defines coaching as "partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential," (International Coach

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Federation, 2011). Coaching is designed to bring out the answers the client already has within them. The coaching relationship is based on equality, co-creation and mutual trust. Both coach and coachee learn from one another, and the coach supports the coachee in their chosen journey. Individuals seeking mental help should seek the services of a licensed mental health professional.

Coaching is…

Client Driven: Coachees set the stage and determine the results they want to achieve. Coaches help coachees achieve their goals by providing focused time, utilizing a variety of coaching tools and strategies and holding clients accountable for their progress.

Commitment: Coaches and coachees must both be committed to the coaching relationship. They must commit focused time and energy to the sessions and to the "homework" between sessions. Ultimately, coachees must be committed to personal transformation and innovation.

Growth-Oriented Action: Thinking about change does not create it. Coachees must be willing and open to self-exploration, creating action steps and establishing personal accountability.

Internal and External: Organizations hire external coaches to help individuals, employees and teams; however, they can also train individuals within the organization to serve as coaches. A blend of external and internal coaches may be a good solution, depending on organizational and individual coaching needs.

Coaching is increasingly being viewed as an effective way to facilitate continuous learning and innovation in the fast-paced knowledge economy. The coaching relationship is a highly collaborative process (NHS Leadership Center, 2005), designed to help individuals, teams or groups being coached (coachees or clients) accomplish their goals through a variety of tools and techniques, such as assessments, assignments, powerful conversations, visualizations and action steps designed for change and growth.

According to research by De Haan, Bertie, Day and Sills (2010), many clients experience incremental transformative changes through personal realizations during the coaching process. Personal realizations are often emotional experiences that can strengthen self-awareness and self-confidence. High quality coaching leads to self-discovery, self-growth, personal clarity and personal innovation (Reimers-Hild, 2011), and has the potential to help leaders achieve lasting, positive change (Goldsmith, 2004).

Coaching is also increasingly being used as a supplemental tool to support learning (Ahrend, Diamond and Webber, 2010), teaching (Rock, Zigmond, Gregg and Gable, 2011) and training (NHS Leadership Centre, 2005). When combined with training, coaching can produce powerful results for both individuals and organizations (NHS Leadership Centre, 2005). Olivero, Bane and Kopelman (1997), found a statistically significant increase in productivity when studying a group of managers and supervisors at a health agency. Their findings indicate an average increase in productivity of 22.4 percent when participants took part in only the management-training program. When training and coaching were combined, the increase in productivity was 88 percent. Coaching has also made strides in the classroom. Virtual classroom coaching, where coaches utilize a variety of technologies to coach teachers in real-time, has been shown to improve instructional effectiveness and learner attitudes (Rock et al., 2011).

The Importance of Using Distance Learning Technologies to Deliver Coaching in Rural Areas

Coaching is increasingly being used as a tool to help create sustainable change and innovation. Further, advancements in technology are creating new opportunities to utilize distance-delivered coaching strategies. As the demand for coaching rises, the availability of effective, high-quality coaching must also increase. Establishing the return on investment (ROI) for coaching has been a challenge; yet the demand for measurable impact is increasing (Bennet and Wayne Bush, 2009). One of the factors associated with ROI is cost, which makes distance delivery an attractive and effective option. Face-to-face coaching can be expensive, time consuming and geographically challenging. Distance-delivery methods have decreased the cost of coaching while improving accessibility. Technology-supported coaching may also provide more opportunities to assess the ROI of coaching (Point for Credit Union Research and Advice, 2006).

Many coaches use a variety of technologies throughout the coaching relationship, and coaches will continue to change their coaching methodologies as technology advances. A brief overview of three different general coaching delivery formats, the descriptions of each type and the challenges and opportunities associated with each type are presented in Table 2 (on next page). This table is not considered to be an exhaustive list, but rather an introductory overview that will need to be adjusted as coaching and technology change and evolve.

As the coaching profession evolves, high-quality distance delivery methods designed to increase accessibility, affordability and availability will be critical:

> Coaching will begin to catch up with learning as a technology-delivered strategy. Successful organizational leaders will make coaching an essential component of all performance improvement efforts and offer electronic coaching to more workers at all levels to achieve and maintain peak performance. (Ahrend, et al.)

Table 2. Three General Coaching Delivery Formats and Corresponding Description, Challenges and Opportunities

Coaching Delivery Format	Description	Challenge	Opportunity
Face - to - Face	Coach physically meets with individual coachee, team, organization or community.	Expensive; travel time; difficult for some coaches and coachees.	Non-verbal cues easier to read; utilization of coaching techniques that require physical presence and proximity.
Telephone and/or Skype	Coaching is conducted using a traditional landline telephone, cell phone or Skype.	Expensive, depending on the type of phone system being utilized; connectivity issues; awareness of body language and non-verbal cues without always physically "seeing" the coachee.	Increased access and affordability; ability to coach more than one location at a time; participants may prefer being at a distance.
Technology-Based Coaching (Electronic or eCoaching, Virtual Coaching, Digital Coaching)	Utilizes various technologies such as applications, video cameras, chat rooms, electronic journaling and discussion boards, downloadable files, instant messaging, video, supplemental materials and automated interactions.	Connectivity issues; lack of access to broadband; learning curve associated with new technologies; "technology intimidation;" investment of time and money to create coaching applications and materials.	Potential 24/7 availability; can be used to supplement face-to-face or telephone coaching; can provide continuous support; more users may have access to coaching tools; enables coaches to connect with coachees in a variety of ways; customized coaching may make it possible to establish and measure ROI.

Conclusions and Future Considerations

Coaching has the potential to be an effective and accessible tool for personal, organizational and business innovation in rural communities. As both coaching and technology advance, coaching should be used as a tool to foster continuous, sustainable innovation. The implementation, use, delivery and ROI of coaching for continuous innovation should be researched further in order to better understand both the challenges and opportunities associated with the approach. Piloting and researching innovation coaching would also provide a methodology to develop and disseminate best practices and creative ideas designed to help individuals, organizations and businesses in rural communities thrive in the increasingly connected global society.

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(Connie Reimers-Hild, PhD, CPC is a Certified Professional Coach and Extension Educator in Leadership and Innovation at the University of Nebraska-Lincoln's Kimmel Education and Research Center in Nebraska City, NE; 5985 G Road, Nebraska City, NE 68410. Email: creimers2@unl.edu; Phone: (402) 873-3166; Blog: kimmeltv.org)

Dr. Connie Reimers-Hild, Ph.D., (402) 873-3166
Extension Educator in Innovation
University of Nebraska-Lincoln Extension
Kimmel Education and Research Center
creimers2@unl.edu