

Dear Friends



Now that the World Cup in South Africa is over, all the international football coaches will be taking a break.

But for all the coaches reading this, I've no

doubt it continues to be a busy year.

A lot has happened since our last newsletter, including further discussions about regulation and accreditation in the industry. In this edition of Coaching Matters, we look at the lessons we can learn from other industries, and we tell you more about the EMCC's new European Individual Accreditation (EIA) through an interview with Claire Hack.

The issue also highlights innovative projects being led by i-coach alumni which I encourage you to participate in if you can help. The first is an international leadership programme with Save the Children, and the second is a new charity, Cocomotion, established to connect trainee coaches and others offering pro-bono coaching with organisations in the charitable sector.

We have news from both New York and South Africa, while our feature this edition is on the power of self-coaching. Alison Whybrow also shares her latest research into developing coaching cultures in organisations.

And it appears that telling a prospective employer that your only weakness is perfectionism is not a good idea. Vicky Dyson explains that the perfectionist can be a liability for their organisation, and coaches need to understand the impact of this challenging personality trait.

All the usual reviews and events listings are here too, including opportunities to share a glass of wine and catch-up with others at our forthcoming Networking evenings. There are also some new CPD opportunities, including sessions on Somatic Coaching with Eunice Aquilina and an opportunity to learn more about how to support those experiencing burnout with Tim Casserley.

As ever we are always keen to hear your news, and your contributions are welcome. Do contact us your ideas and comments on Coaching Matters.

Wishing you well,

Caroline

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News

Is Regulation the Way Forward for Coaches?

In October 2009, the Association for Coaching (AC) held a debate about regulation. Four panellists including **Dr Alison Whybrow** of i-coach academy presented their views, followed by an audience debate.

The AC debate was galvanised by the shift to statutory regulation for psychologists, who are now regulated by the Health Professions Council (HPC). The journey to regulation for psychologists has not been smooth, and even now, there is genuine debate about whether the regulation for psychologists is 'fit for purpose'. The counselling and psychotherapy world is currently moving towards regulation under the HPC, leading to a very public and full exchange about standards of practice.

Professional bodies are already involved in the regulation of the coaching industry. Standards of practice are a key aspect of the development of the profession. Clients want to know they are getting a professional service. To do this, clients have to be able to recognise what 'good' looks like. Even with regulation by a body such as the HPC, client education is key to the success of any regulatory process.

The most effective form of regulation comes from individual practitioners themselves, valuing professionalism as fundamental to their approach. This means coaches who know why

they do what they do, are clear about who they do it with, and can coherently and explicitly share their approach with clients. This enhances their own reputation, that of the industry, and supports clients to develop their understanding of this diverse area of practice.

While the move to statutory regulation does not 'split' professions, it certainly makes very explicit the existing tensions and differences that exist between and within professional bodies representing practitioners. Mike O'Farrell described how the British Acupuncture Council has proactively sought regulation under HPC with a clear strategy and open dialogue with members. While they continue to experience anger from some members, regulation for a profession is something like a hygiene factor; get it right and people quickly move on, get it wrong and there is vehement dissatisfaction.

Mike Hurley is the EMCC representative on the UK coaching roundtable, which has been comparing the accreditations of different bodies, and looking at supervision standards in coaching and mentoring.

He said: "The roundtable is experiencing the challenge of coming together over complex areas of practice, realising and honouring the similarities and differences between members. There is a clear collaborative intention across members to move forwards."

Statutory regulation is not on the horizon for the coaching industry, but perhaps it needs to be on the strategic agenda as a possibility. Coaches must decide what is needed to ensure that we are a 'fit for purpose' profession, regardless of whether that regulation is external or comes from within.

Great achievement



Congratulations to Alison Whybrow, who has received an Achievement Award for her Distinguished Contributions to Coaching Psychology from her peers in the Special Group in Coaching Psychology (SGCP).

Alison has supported the SGCP as it has developed from its embryonic stages as a group of psychologists in 2003, to its current state which is now flourishing as a nationally and globally respected representative body for coaching psychology.

The NHS Institute

A case study on the collaboration between the i-coach academy and the NHS Institute has now been published.

The study details how over a four-month period, they worked together to establish two coach registers to support senior leaders across the NHS.

As promised in the last issue of Coaching Matters, you can now read the full case study by downloading the PDF from the website.

The NHS Institute has also commissioned the Institute for Employment Studies (IES) to design an evaluation methodology to enable them to review the impact of the delivery of the coach registers.

Results from using the methodology will be available at the end of the year, and Coaching Matters will keep readers informed about developments in 2011.



**Institute for Innovation
and Improvement**

The power of collaboration and online professional networks

Recent economic conditions / recession and the looming tightening in UK government budgets will inevitably make it more difficult for organisations to get new coaching projects off the ground. But rather than seeing this as an insurmountable barrier, i-coach academy, our students and graduates are looking at new ways to work outside tried and tested frameworks, collaborate more and ensure the financial climate does not impact on the growth and innovation in coaching.

The academy has set up a **LinkedIn** group (called i-coach



academy alumni group) where the community can discuss issues in the field and share opportunities that others may benefit from.

This will be an important new avenue for students and graduates, and Coaching Matters urges everyone to sign up.



Save the Children®

One member is i-coach academy graduate Helena Green. She is looking for coaches to provide active support and challenge to senior leaders as part of **Save the Children's** Leadership Development Programme.

Helena needs to contact coaches who can build up one-to-one relationships with participants over a 12-month period, and the next phase of the programme starts in September.

To find out how to get involved, email s.awolesi@savethechildren.org.uk or h.green@savethechildren.org.uk. Helena wants to confirm coaching numbers in August.

Similarly, current i-coach certificate students Anne-Kathrin Alaoui and Richard Griffiths want to bring high quality and affordable coaching to charities. They have found that coaching has great potential for charities, but is seen as a luxury, justifiable only for senior executives, and they want to change that attitude.

To tackle this head on, their aim is to create:

- a not-for-profit venture.
- a way in which charitable organisations can access good quality coaching.
- a means by which those on coaching training programmes can access diverse coaching clients and coaching experiences.
- a way that professionally qualified coaches can contribute into the third sector.

Richard said: "Our idea is simple enough, but the devil is, as always, in the detail: what's high quality, what's affordable, will anyone earn any money, how do we make it sustainable? And so on. But if we stopped to work all that out, we'd never get started - and the answers would likely be wrong anyway."

Richard says they have already found a client who has "an open attitude to learning that should provide an ideal space in which we can run a pilot project," and that project will be called **Cocomotion**.

Anne-Kathrin and Richard are particularly interested to hear from people who work at managerial and executive level in charities, or have extensive knowledge of coaching, coaching training or providing organisational coaching services.

To find out more, go to www.cocomotion.org.

A good example of a network already making an impact that the i-coach academy can learn from is the **Coaches in Government Network**. The network is a group of more than 200 people in central government who have reached out beyond their individual organisations to do things differently.

Co-ordinator Ken Smith says the network is a community, not an initiative; a place where members contribute voluntarily, often over and above their main jobs, using whatever local alliances they have built up.

Most importantly, membership of the network is for individuals, not organisations, which means ideas travel freely between otherwise unconnected groups. Coaches

are given the autonomy to investigate the issues that matter to them, which again leads to innovation.

Ken said: "Through our brokering system members have now provided over 600 hours of coaching in other members' organisations. That's 600 hours both of additional practice and of coaching support for individuals at all levels of seniority who, very likely, would not otherwise have had access to a coach.

"With a diversity of coaches also comes a diversity of clients and issues, from a desire for improved organisational skills, to understanding what it is to be a leader, and everything in between. I strongly suspect that giving the Network coaches autonomy within minimal structure means that we are able to work with clients presenting a greater diversity of issues and objectives, than may well be the case were we attached to a programme or operating under an imposed definition of coaching."

Ken is aware that the new political climate could have an impact on the Network, but he strongly believes that it is worthy of nurturing through this difficult time.

Your work, your collaboration

i-coach academy thrives on the enthusiasm that comes with projects like these, and we are always looking to collaborate with more students with similarly exciting work.

And as the **Coaches in Government Network** shows, building a strong community of passionate people can achieve impressive results, which is a belief the academy is built on.

Coaching Matters is also a great forum to get your research noticed, while our event reviews section gives you the chance to pass on recommendations to others. If you want to get involved, volunteer, or submit pieces for this newsletter, contact Alison, Jolene or Caroline at london@i-coachacademy.com

National and international news

i-coach academy's education programmes continue to blossom

The academy's coach education programmes continue to offer an attractive and rigorous methodology to support people develop their signature practice as a coach. Students develop the micro foundation-level skills underpinning good coaching conversations through to mastery level.

The development of reflective practice and a requirement to take responsibility as a learner is of course challenging. As one student said: "i-coach academy has given me the ability to discover my purpose in coaching. Applied and challenging learning at its best."

The next cohort of students for the Certificate in Coaching Practice and the Master in Professional Coaching both start in October this year and are professionally and academically accredited. Visit the i-coach academy website for more details.

Birthday Celebrations in New York

This year iCoachNewYork celebrate seven years offering their three-month intensive coaching certificate course.

The Professional Coaching Program runs each spring in conjunction with Baruch College, the largest business school in the US, and has a particular focus on personal supervision and group discussion.

The alumni are mostly in the New York area, though there are some in other parts of the US, London and further afield. About 50 per cent are external coaches and consultants, and the other half are internal HR, learning and development, or organisation development professionals.

iCoachNewYork continues to offer an entry-level coaching course at New School University in the autumn. Other services include training of internal coaches for corporations and coaching supervision.

The five faculty members – Bob Lee, Mike Frisch, Karen Metzger, Jeremy Robinson and Judy Rosemarin – are more than half way through writing a book about running the Professional Coach Program, and the working title is 'Executive Coaching: A Personal Model Approach'.

Notes from South Africa

South Africa may have been dominated by football recently, but even while World Cup fever has gripped the nation, there is still much to report about coaching.

Marti Jans van Rensburg, an executive coach in South Africa, says that the current 'sticky' recession is putting real pressure on one-to-one coaching.

She said: "It is still seen as a luxury that can easily be postponed or cut when funds are tight.

"I have noticed that clients are moving towards group interactions or team coaching. They want the proverbial 'more bang for their buck'. Individual coaching is under enormous price pressure and that coupled with an over supply makes it a difficult market to be in. I have also noticed that companies are moving towards a form of outsourcing. They contract with big coaching houses rather than with individual coaches."

But she also says that the good news is that the representative body Coaches and Mentors of South Africa (COMENSA) is working towards the professionalisation of coaching. Supervision of coaching practice is becoming the norm and ethical practice is on the agenda.

Now that i-coach academy is no longer running programmes directly in South Africa we are keen to hear from those working in this region to share trends, projects and events of interest to those in our SA network.

If you can help Coaching Matters with a regular news section for South Africa region please get in touch.

Feature Focus

Self Coaching

Developing the capabilities of coaches to enable their clients to self-coach and ultimately coach others has been a key driver of the i-coach academy education process. It is our view that coaching is an empowering process one that allows clients to build confidence and skills to enable them to consistently grow and develop long after the coaching intervention has finished. The value of self-coaching and approaches to building this capability in clients is in our view an area worth of investigation. This outlook will of course be familiar to i-coach students and graduates who have completed a professional review assessment and heard the word "be explicit" over and over again! The ability to support clients develop self-coach capabilities and ultimately to impact the wider organisation through developing coaching skills in others through enhanced coaching-style conversations was also a criteria embraced by the NHS Institute in their selection process which we reported on earlier in this newsletter. In this editions feature focus, two i-coach masters graduates share their own work on the theme of self-coaching:

The Power of Self-Coaching

Rachel Ellison



Consider these statements:

'I'm a more authentic dad, because of coaching.'

'It's like having a mini-'you' on my shoulder, when I'm driving the car I sit there imagining what you'd ask me and then answering out loud'

'I'm into cricket and had never thought to go to an art gallery. Now I can look at a painting

by Canaletto in Venice and think about all those business conversations going on by the quayside. It's amazing.'

From finance to sales, or innovation to prime brokerage, these are clients who seemed to be demonstrating 'self coaching'.

The same people also helped me define the term 'self-coaching'. Here's a taste of what they said:

'the difference between chance and active behaviour.'

'the ability of someone to be able to provide guidance for themselves to deal with a situation in their personal life or at work. You are talking to your ego' My research explored how to spot self-coaching and how coaches can bring it about. I wanted to know what kind of return on investment self-coaching offers buyers of coaching. And to reflect upon how coach training, supervision and accreditation processes might want to test

coaches for the ability to help clients learn to self coach.

When I asked participants about the positive impact of self-coaching, I got some interesting responses.

When asked about the impact on themselves they said it gave them:

- Greater personal confidence
- Energy and excitement
- The ability to take multiple perspectives
- The feeling they were more trusted and respected
- The ability to generate more ideas for solutions

When asked about the impact on the team:

'The team feels more empowered, more trusted, more appreciated and focuses on the most productive priority tasks.'

The organisational impact:

'Without that "self process" and increased self confidence, I would have ducked below the bar'

And at home:

'There's less dancing on eggshells in our marriage. It's more honest, there's more communication, it's more mature.'

'The most powerful part of self-coaching has been to think how what I do lands for the various people in my family.'

Self-coaching isn't always positive though.

This research was conducted in the middle of the 2008-2009 global economic crisis. Many people were frightened. For some, self-coaching took them to analysis paralysis, rather than action:

'Too much self-coaching could lead to executives reaching hypercritical over-analysis. That becomes destructive instead of constructive. It depends on the quality of your coach, what mood I'm in and whether I feel I can trust my self-coaching.'

Most participants found self-coaching immensely self-empowering. It also empowered their teams to trust more and prioritise better. For buyers of coaching, self-coaching seems to offer a significant high-value 'tail' to the coaching offer: sustained, ongoing learning one and two years later.

The potential implications of this research for coaches, their trainers, supervisors and coach accreditation programmes, is to look, teach and test for the capacity to bring about 'self-coaching' in others.

Rachel Ellison, an i-coach graduate with a Masters in Professional Coaching, is a regular contributor to Coaching at Work magazine. To read Rachel's full research see "Seeking to explore and understand self coaching and its potential impact from an individual client perspective" on i-coach academy's Community research page. An article on her work written for the magazine Coaching at Work can also be downloaded as a PDF.

Executive coaches' experience of developing their clients' self-coaching capacity

Kathy Bennett

This research project explored seven executive coaches' experience of developing their clients' self-coaching capacity (SCC).



The overall aim was to explore and make sense of what SCC means to them, how they develop it in their clients during the coaching process, and what informs their approach.

Key findings were:

- The coaches view reflection as a main element of self-coaching. Therefore, developing reflective capability is essential to developing SCC.
- Different coaches have different overall approaches to the development of SCC; there are those who develop it more explicitly as an additional outcome of the coaching process, in contrast to those who view it as being developed more implicitly through the coaching process.
- Even though many coaches found it difficult to explain how they actually develop SCC during their coaching process, this study sheds light

on how it is developed and how this might be done more effectively.

- The coaches' personal beliefs and their academic/coach training background inform their approach to developing SCC.

These points led to a range of conclusions. While there are great differences in whether developing a client's SCC is implicit or explicit (in fact, some coaches said that it was only on reflection that they realised they were developing this while they were focusing on other work), the case was made that clients would benefit if it was done more explicitly.

Developing reflective capability was seen as a key stage on the route towards self-coaching, and journaling was the most common tool used by these coaches for developing reflective practice in their clients. A more structured approach to journaling appears to be preferred by the coaches who are more explicit in developing SCC, which is essential for linking the reflection with action and so avoid having clients develop counter-productive self-reflexivity.

The coaches who adopt a more explicit approach to developing SCC place importance on holding their clients accountable to learning in terms of their agreed actions and following up on these. And it appears that the coaches with the strongest belief in SCC as a resource are also the ones who practise self-coaching on a regular basis themselves.

The research led to recommendations not just for executive coaches, but also for training providers, professional coaching bodies, and buyers of executive coaching.

For example, there could be more focus by providers on why coaches need to develop SCC, while SCC could be given more prominence in the coaching competency frameworks of professional bodies. Buyers should be aware of how SCC can foster independence and sustainability, and could consider including "the effective development of SCC" when choosing the most suitable executive coach.

To read the full research report, go to i-coach academy's community research page

The next edition of Coaching Matters will feature new student research from Tineke Wulfers and Almene Potgieter.

Tineke's work is titled: 'Exploring the perceived benefits of the self-development of authentic leadership in organisations through one-to-one coaching', while Almene will look at designing a coaching model for a South African University.

For more information go to the i-coach academy community research page.

Professional Development

European Individual Accreditation (EIA): What is it all about?

With a confusing array of coaching accreditations and qualifications available to coaching practitioners, the European Mentoring and Coaching Council's European Individual Accreditation (EIA) award aims to be the gold standard of coach/mentor accreditation. Organisations and individuals can find themselves in a 'holding position', waiting to see which qualification or accreditation system will emerge as the benchmark. Within this crowded market place, does the EIA award make sense? EMCC accredited coach **Claire Hack** talks to **Alison Whybrow** about the latest developments and thinking in relation to the EIA award.

In a nutshell, what is the purpose of EIA?

Using a robust researched competency framework and rigorous assessment of coaching practice, EIA is designed to provide a professional standard of accreditation that not only raises standards of practice, but defines good practice, and leads to the expectation of good practice.

What has the response been like from coaches and mentors?

At this point in time, thirty people have qualified. There is a long lead time. By the end of the year, I would expect 50 accredited coaches. It's a slow start, but I believe it will have an exponential growth curve. I'm an optimist!

This growth will be across Europe. At the end of this month we will have completed training European assessors. In Holland for example, where there's a mature market, we expect 1,000 coaches will be EIA-qualified very quickly. We will be using an assessment of equivalence to transfer over existing accredited coaches, and we are training assessors in Switzerland, France, Sweden, Turkey, Portugal, Serbia, Germany, Denmark, Czech Republic and Spain.

We have created resources on our website to support people on their journey to EIA, including a new reflective practice pack that can be downloaded for free.

What is the experience of those who've been through the EIA process?

That's an interesting question. Most have found it developmental. Most of the people who have achieved EIA accreditation have done so. They've found it tough, challenging and affirming. Others who are participating in EIA are moving forward with an understanding of the criteria and templates that are required to demonstrate capability. They are using the criteria of good coaching practice and the templates to assist them in developing and capturing their coaching practice.

The EMCC's European Quality Award (EQA) has been around for a number of years now. How does EIA fit with this existing coach training programme quality award? It could be confusing.

The EQA is the EMCC's qualification system for coach individuals attending training programmes, whereas the EIA is an additional individual accreditation process that builds on the EQA qualification. There are four different levels of EQA qualification, from Foundation level to Master Practitioner, and four similarly titled EIA levels of individual accreditation. If an individual has successfully completed an EQA recognised coach training programme, and has an appropriate level of coaching experience, they can be fast-tracked to their EIA individual accreditation. If an individual wanted the EIA individual accreditation without an existing EQA

qualification, the process of demonstrating they had met the criteria for EIA accreditation would be more involved.

How have coaching buyers and users responded to EIA?

We have started to see buyers in the coaching marketplace request some form of accreditation for their external coaches. It's difficult for a lot of buyers who are facing the current confusing levels of accreditation. Some organisations do not know anything about coaching.

We were really pleased recently as ASDA approached the EMCC for advice on what they needed to do in order to select external coaches for their coaching panel. The EMCC is working with its organisational members much more closely now.

In what ways is EMCC working with other professional bodies to make the various accreditations easy to understand?

It is frustrating not to be able to say "here is the range of accreditations and qualifications". We want to be able to provide coaches and mentors with some clarity so that they can make an informed choice, but it has been tricky for people to make their decision.

If we had clarity around what was on offer, individuals would find it easier to answer the question: "Is this the right accreditation or qualification for me?"

The EMCC is working with other professional bodies who are members of the UK Coaching Roundtable. These members are currently working to clarify the different individual accreditation and qualification systems that exist in the market and how they overlap. We are really looking forward to the output of that project.

What lessons has EMCC learned from this?

You have to test out the product. Where you're introducing an accreditation into a marketplace which is confused and uncertain, and where you have no direct comparisons or competitors to learn from, you have to run a pilot.

More specifically, we have learned about how to ask people to provide evidence. For example, the option to have face-to-face contact in an accreditation process is exceptional and costly. From piloting the qualification we think we need to be really, really clear.

When people are presenting their reflective practice as part of EIA, they are required to demonstrate their underpinning knowledge and beliefs. They need to do this by sharing critical incidents and providing an insight into how to 'get inside the coach's head'. This gives assessors greater certainty about how individual coaches work. Clear guidance is necessary to enable coaches to understand what is required.

Any final thoughts?

There has been significant investment in getting the right communication and resources to support EIA becoming a brand of accreditation and qualification. EIA is at the robust end of the market.

More details and resources are available on the EMCC website <http://emccaccreditation.org/>

Coaching Matters would like to hear about your experiences and views on accreditation, the different systems available, and what advice you might give to others looking at the coaching accreditation marketplace. Please email us at london@i-coachacademy.com



Congratulations

Warm congratulations to all those graduates who completed their programmes since the last newsletter

Masters in Professional Coaching Qualification

- Kathy Bennett (with Distinction)
- Reinhard Moors
- Roshon Omar
- Almene Potgieter (with Distinction)
- Tamsin Slyce
- Tineke Wulffers (with Distinction)

Mastery in Professional Practice Certificate

- Maxine Burrell
- Reka Czegledi-Brown

Conversion Certificate in Coaching Practice

- Anne Fuller Good
- Diane Simpson

Certificate in Coaching Practice

- Adeola Akintyre
- Debbie Blackburn
- Claire Bless
- Jo Cheesman
- Beverley Christensen
- Clare Elstow
- Kerry-Lee Garner
- Liz Greaney
- Helena Green
- Liz Hall
- Graeme Ho You
- Sylvie Lachmansingh
- Natasha Muller
- Penelope Parish
- Maureen Silvester
- Clyde Smeda
- Natalie Swill
- Francesca Talevi
- Hamid Tavassoly
- Claire Taylor
- Helen Willetts
- Richard Wood

Foundation in Coaching Skills Certificate

- Kirsten Armit
- Sarah Bean
- Ian Bourne
- Marion Butler
- Richard Griffiths
- Renarta Guy
- Phil Stringer

Research

Developing a coaching culture in organisations

Alison Whybrow and Siobhain O’Riordan

Organisations are inherently chaotic, but today are facing deeper levels of uncertainty as markets and businesses experience stringent economic and social challenges.

In this context, coaching may form a survival strategy for some, while becoming a means of optimising individual and organisational performance and innovation for others.



We conducted exploratory interviews with five internal organisational stakeholders who were holding the coaching agenda for their organisation, and three seasoned consultants with particular expertise in this area. We noted that:

What you mean by ‘coaching’ needs to be shared and understood. With multiple cultures and shifting subcultures, each organisation has a different view on what

coaching is and what might ‘do’ for them.

The purpose for developing a coaching culture needs to be clear. Consultants saw coaching as promoting learning, at an individual and organisational level in order to optimise functioning and deliver performance within the system. For internal stakeholders, it was a means of enhancing leadership resources, developing innovation, and for some providing a safety valve to prevent ‘derailers’.

Getting the right people on board. Senior sponsorship is critical to ensure sustainability. Initially though, the drive for the coaching agenda often came from elsewhere. Following the energy and the desire for coaching within the business was a good place to start.

Effective coaching is likely to yield significant reward, but how will you know if you’ve got it

right? As one organisation neatly put it:

“The ultimate test of successfully developing a coaching culture would be that it would just be the way that we do things around here – we wouldn’t call it coaching anymore.”

Alison will be presenting a paper on her research at the 17th Annual Coaching and Mentoring Conference in Dublin, in November 2010 and at the Special Group in Coaching Psychology conference in London in December 2010.

The full write up of this research will appear in *Cognitive Behavioural Coaching in Action*, edited by Michael Neenan and Stephen Palmer, due to be published in summer 2011.

Leadership derailers research and the dangers of perfectionism

Those in leadership positions are the most likely in an organisation to admit to being perfectionists. Emerging research suggests that perfectionism itself can lead to a greater risk of leaders derailing as their personality traits actually hinder successful employee engagement. This offers an important lesson for coaches, as it supports the idea that those who constantly strive for perfection often need personal development and challenge to make sure they stay on track.

Faculty member Vicky Ellam-Dyson looks at how coaches can learn from research in this area of leadership derailment.

At a recent conference on employee engagement the message was strongly communicated: the leadership of an organisation is key to engaging employees. The conference was led by David McLeod



and Nita Clarke, the authors of a recent government report entitled: ‘Engaging for Success: Enhancing Performance Through Employee Engagement’.

Factors such as: empowerment; encouraging the employee voice; involving employees in decision making; providing constructive feedback; and setting clear purposeful objectives, all positively influence engagement. Of course, not doing these things can have the opposite effect and leaders who fail to build and maintain strong teams put themselves at risk of derailment (Hogan, Curphy & Hogan, 1994)

Interestingly, leadership research over the last 40 years has repeatedly shown the same problem behaviours occurring in leaders. They can be resistant to change, have poor interpersonal skills and be ineffectual decision-makers. But if we know which behaviours are problematic why are they still happening?

Research by Robert and Joyce Hogan (Hogan & Hogan, 2001) showed that failures in

leadership are less to do with a lack of skill and ability and more to do with the presence of a flawed aspect of personality.

I am conducting a large research project exploring the links between core beliefs and leaders behaviours. The preliminary finding of one part of this research show links between perfectionism and the absence of behaviours required to foster employee engagement. High levels of perfectionism were correlated with, for example, not delegating, not giving feedback, not giving credit, not involving others in decisions, and not communicating clear objectives. Why is this knowledge useful to those involved in leadership development and coaching?

Perfectionist beliefs can be challenged and modified through interventions such as coaching, assisting leaders to change their behaviour that were previously inhibiting their own and the wider organisational performance.

Exploring core beliefs using rational coaching, a coaching approach drawn from the Rational Emotive Behavioural Approach developed by Albert Ellis, involves working with clients to help them:

- recognise the beliefs that they hold
- consider how the beliefs help or hinder their current performance
- recognise where they may be unhelpfully holding onto certain beliefs

- understand how flexing these beliefs can affect behaviour and performance
- identify what they can be telling themselves instead in their internal dialogue
- practice using the new beliefs. (Palmer, 2009)

The suggestion therefore is that working with core beliefs may be one important aspect to prevent leadership derailment, to increase levels of employee engagement and achieve higher performing teams. To what extent this is the case will become clearer as my research continues and I hope to share my findings in early 2011.

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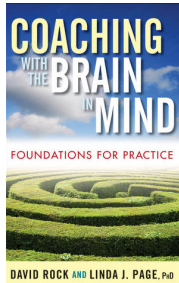
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Book Review

Coaching with the Brain in Mind: Foundations for Practice by David Rock and Linda J Page PhD.

Review by Sally Gritten

A few years ago I happened across David Rock at a coaching conference. He explained to his audience that as a coach he wanted to understand how coaching worked. His journey took him to neuroscience for the answers, and in his first book, *Quiet Leadership*, he began to tell his readers about what he had found.



I thought it was a useful primer, but in this new book, he and Dr Page take the readers straight to university and beyond.

The premise is that the idea that all thoughts and feeling begin in the brain and move in a linear one-way fashion to the mind is no longer

true. What we now know is that the brain can be influenced by the mind and vice-versa. That this is provable through science is the answer to why coaching works. If a client can learn to think and act in such a way as to create new neuropathways, change happens. Rock and Page give us 458 pages which talk about how this is known, why it is so difficult and what we can do as coaches to facilitate the change.

The book, although highly referenced and academic, is very readable. The reader can dip into chapters which catch their eye, or read straight through from beginning to end. I started by dipping in but was so riveted by references to information in chapters I had not read that I started again at the beginning.

Some of the sentences just jumped off the page to me. For example, as coaches, if we think we understand the problem, why don't we just tell the client what we think they should do? But as coaches we don't tell people what to do. Why not? Rock's answer is simple:

"...John's working memory cannot possibly encompass all the aspects of Jane's mental map or neuronal patterns in order to understand what she should do next. This is the

neuroscientific explanation for why advice giving is not an effective way to coach others."

So if advice doesn't work, I won't advise you to read this book. But what I will say is that the book is hugely meaningful to me and I know it is one of those volumes that will soon become dog-eared. It is also filled with explanations that I can share with my clients so they too can know what is going on with their mind/brain connection. For me, *Coaching with the Brain in Mind* is excellent value for money.

David Rock is speaking at the Knowledge Resources Training and Development Conference which is held in Sandton in Johannesburg on 19 and 20 August 2010. For more information, download the PDF.

i-coach academy graduate Mongezi Makhmalima is also presenting at this conference, sharing a case study on experiences of coach/coachee matching. This study will be on the i-coach academy website by the end of August – check the 'recommended reading/resources' section.

Events Reviews

An introduction to Gestalt approaches to coaching: 21 May 2010, London

Hamid Tavassoly

I found the structure and substance of the workshop with its mixture of theory and practice very effective. In particular I was drawn to the 'Gestalt Cycle of Awareness' and also what can get in the way of this. The exercises on focusing attention on the relationship in the here and now reinforced for me the power of paying attention to my own physiology, using all the senses and feelings during coaching sessions.

Another exercise that I found very interesting was to choose an object during lunch break and bring it back. We were then invited to describe the object as if we were the object, saying "I am ..." and paying attention to details. I had chosen my sunglasses and as I was describing the attributes of the sunglasses I suddenly realised I was describing myself! The lesson was that you see the world not as it is but as you are, and this is a very quick way of getting to know somebody.

The 4th EMCC UK Conference: 5 – 7 May 2010, Kensington, London

Angélique du Toit, managing editor of *The International Journal Of Mentoring and Coaching*

The rich diversity which continues to mark the mentoring and coaching profession was immediately apparent here.

The EMCC has led the way in establishing a guiding framework for the development of practices and ethical considerations. Despite

the diversity of perspectives, there was a tangible unity among participants marked by an enthusiasm to expand and challenge their personal understanding and knowledge of mentoring and coaching. For the first time the conference offered a research day enabling researchers to obtain feedback on their findings and to stimulate academic debate.

The value of the diversity of traditions challenged me personally to reflect on my own position on the accreditation debate. The challenge for us all as practitioners and researchers is to maintain the creative tension between different perspectives so we benefit from such diversity, while at the same time developing the standards and the reputation of the profession.

EMCC Conference: 26 – 28 November 2009, Amsterdam

Sandra Wilson

Around 300 coaches and mentors attended this event, and the speakers were a mix of newcomers as well 'old favourites introducing new concepts'.

David Clutterbuck was there, and suggested the theory that line managers lose newly acquired coaching skills after short courses in only three days. This generated an interesting discussion on how to support the transition of learning so that is becomes embedded in professional practice.

The opening keynote, Kim Morgan, delivered a thought-provoking speech on coaching being an art, a craft and a complex act of intellectual, emotional and conversational plate-spinning. She suggested that truth passes through three phases; first it is ridiculed, then it is fiercely and violently opposed and thirdly it becomes self-evident. Coaching, according to Morgan, had experienced the first and second stages, but is not yet accepted as self-evident. At the heart of

her speech was a plea for coaches to wholeheartedly believe in the amazing thing they do and not to undermine themselves in the face of scepticism.

Speakers papers are available to EMCC members on the EMCC website

Edgar Schein Lecture

In the last *Coaching Matters*, we previewed a lecture by Edgar Schein, who was launching his new book 'Helping' at an event hosted by NTL and Mee Yan Cheung-Judge of Quality and Equality in the UK.

A DVD of the lecture is now available on the Quality and Equality site.

You can also read Mee Yan's blog about the event there, which discusses how important the term 'helping' is, but also acknowledges the inherent dangers of such a word in the context of coaching.

She talks about how many people choose HR or OD because they are motivated to help people, but how they need to avoid risks such as creating an unbalanced relationship between the two parties, striving for a solution before fully exploring the problem, or assuming that 'helping' means not asking tough questions. Read Mee Yan's blog here.

REVIEW AN EVENT FOR US!

Have you been to a conference or CPD session that you feel gave you great ideas? If you attended an event and want others to learn about what you heard, why not write a short review for *Coaching Matters*? To get involved, contact Jolene@i-coachacademy.com

Diary of Events

i-coach academy education programmes

For more information and to register for all events see www.i-coachacademy.com

Starting Dates - London

Foundation in Coaching Skills
5 & 6 October 2010

Certificate in Coaching Practice
20 October 2010

Masters in Professional Coaching
2 November 2010

Skills Benchmarking Day
16 September 2010

Supervision with Ernesto Spinelli
starting 21 October 2010

Opportunities to Network - London

Alison Hodge – 16 September 2010
Jeremy Holt – 12 October 2010

i-coach CPD events - London

Transpersonal Coaching with John Rowan
17 September 2010

Self as a coach - developing an embodied presence with Dr Eunice Aquilina
22 September 2010

A Guide to Coaching and Mental Health with Andrew Buckley
28 September 2010

Creative Supervision: Working with imagery and metaphor to explore our client work with Alison Hodge
15 October 2010

Personal Construct Psychology Methods in Your Coaching Practice with Nick Reed
4 November 2010

Transforming burnout from breakdown to break through with Tim Casserley
16 November 2010

Gestalt Approaches to Coaching with Julie Allan and Dr Alison Whybrow
20 January 2011

Systems Psychodynamic - Exploring the Interdependency Between the Person, the Role and the Organisation with Halina Brunning
16 February 2011

Existential Approach to Coaching - Prof. Ernesto Spinelli
24 March 2011

Other Events and Conferences

9 September 2010

Coaching and Mentoring Research Day – Sheffield Hallam

For more information Contact I.a.house@shu.ac.uk

18-20 November 2010

The 17th Annual Coaching and Mentoring Conference, Dublin, Ireland www.emccouncil.org

14-15 December 2010

1st International Congress of Coaching Psychology 2010 – 2011, sees the UK event hosted by the Special Group in Coaching Psychology on the 14 and 15 December at City University, London see www.sgcp.org.uk

11th May to 14th May 2011

The GCC Rainbow Convention, Cape Town, South Africa. For more information see <http://gccweb.ning.com/group/rainbowconvention>

New Events

Genius, spiritual balancing, and harnessing burnout

The myth of the genius, how to balance the mind and the body the ancient Greek way, and why personal crisis can lead to new approaches to coaching will all be discussed at forthcoming events.

In the coming months, there will be a mixture of events. There will be some short sessions with the focus on networking and catching up with colleagues while others are longer workshops aiming to support your practice evolve further.

Ideas and networking – come along to catch up with colleagues!

i-coach MA graduate, Paul Ellis kick-started our current series of networking evenings on the 13th July. With a mix of great stories and good theory, Paul mined a rich and relatively uncharted seam in the landscape of leadership. Toxic leadership, as Paul was clear to define, was not about good or bad leadership but an altogether different leadership dimension. This was a great opportunity to hear about and debate with peers the challenges of coaching individuals who may be described as ‘toxic’ and about coaching individuals who worked for a toxic leader. Paul finished on a clear message, leaders require followers to be enabled, and at a very pragmatic level, we all have a choice about whom we follow.

On **16 September Alison Hodge** accredited executive coach and coaching supervisor, will challenge us with a session entitled “Wondering if you’re creative? Wondering how you might be more creative with your clients?” This networking session will consider the use of creative techniques and metaphor in coaching

And on **12 October** Chartered Occupational Psychologist **Jeremy Holt** will explode the myth that geniuses such as Darwin and Edison are only successful if they work in isolation. Jeremy will show how insights from the latest research from neuroscience, team dynamics and logic can help you to dramatically increase innovation and entrepreneurialism in teams.

Detailed workshops – learn new approaches to give your coaching the edge

Dr Eunice Aquilina 22 September 2010

Dr Eunice Aquilina will speak on **22 September** about how ‘embodied presence’ – the practice of synchronising the body, mind and emotion in the present moment – can deepen coaching conversations with clients.

The theory comes from the field of somatics, which has its origins in the Greek term for the wholeness of the living body, and Eunice will show how techniques can strengthen the coaching relationship. She will discuss how so much communication is non-verbal, and how being aware of your body and mind means you can connect better with others.

More information can be found at i-coach academy Seminars and Events.

John Rowan 17 September 2010

A new workshop by **John Rowan** on **17 September** also takes a spiritual look, this time at transpersonal coaching, and what it means to consider a client’s soul when working with them as a whole person. More information can be found at i-coach academy Seminars and Events.

Tim Casserley 16 November 2010

And **Tim Casserley**, founder of sustainable leadership consultancy Edge Equilibrium, will run a new session entitled ‘Transforming burnout from breakdown to break through’ on **16 November**. This will look at how the causes of burnout and derailment among high-potential leaders, and how to use personal crisis as a coaching opportunity for transformational learning and the development of sustainable leadership. More information can be found at i-coach academy Seminars and Events.

SPECIAL OFFER

Register and pay for CPD Workshops, taking place before March 2011, by the 30th September 2010 and benefit from discounted rate of £170 plus VAT (£199.75) for full day workshop and £85 plus VAT (£99.88) for half day workshop.

Sign-up Today!

SPREAD THE WORD

Help us to grow our community!

Please let others in your network know about our Education programmes, CPD Workshops and Networking events by forwarding them Coaching Matters, encouraging them to register for their own subscription online or perhaps encourage them to join you at a networking event. Together we can keep our community thriving. All ideas to spread the word welcome, contact Jolene@i-coachacademy.com