



The Bulletin of the Association for Coaching

**Summer 2005
Issue 5**

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Welcome

Welcome members and friends to Issue 5 of the *Bulletin* of the Association for Coaching.

The *Bulletin* is a key part of the AC's aims actively to advance education and best practice in Coaching, and to encourage and provide opportunities for an open exchange of views, experiences and consultations. In this issue we have a special focus on coaching practice, with two contrasting contributions. We have also brought in a new *Reviews* section to keep you up to date with conferences and publications. I'd like to thank all the contributors to this edition, both for sharing their thoughts and experiences, and also for responding so generously to editorial input.

Practice

Bruce Grimley kicks off the *Practice* section. In his article, 'Sailing the Seven Cs', Bruce offers us, "a framework for your own coaching model which will allow you to add depth and breadth to your coaching style". I was lucky enough to be the 'guinea-pig' at a recent demonstration of Bruce's own approach, and I thank him for that coaching and for his article.

Bruce's model seeks to give us access to communicate with the way our clients perceive and talk about their world. In our second article, 'Coaching to Create Breakthroughs', Dr M. L. Petty talks us through a self-observation exercise. Dr Petty generously shares her own self-observation experiences and the meaning she drew from them, and in doing so reminds us all of some core coaching principles.

The Business of Coaching

Of course coaching is not just about sitting down face to face with the client. In a new section for the *Bulletin*, we welcome William Arruda's pithy advice on branding. William's session at last year's conference was lauded by participants, and his article comes well up to scratch. Before I'd even finished reading the draft of William's article, I was scrabbling to update the copy on my own publicity materials. Thank you William.

Reviews

In the *Reviews* section Kasia Szymanska reviews Jan Childs and David Pardey's new book, *MindChange*. I am grateful to Kasia, not only for this review, but also for the editorial experience which she has lent to this

issue of the *Bulletin*. Kasia has also provided us with guidelines on book reviewing for those of you who wish to contribute in the future.

We also have two conference reviews: first Dr Ho Law reviews the Association for Coaching's own successful "Breaking Through" conference. Then Dr Gill Grimshaw reviews the *Oxford Brookes 1st Annual Coaching & Mentoring Research Conference*. A body of knowledge is considered a key element of professionalisation, and the growth of research activity in the UK is a welcome development. There are more conferences in the calendar and I urge members to contribute a review as Ho and Gill have done.

News

Finally there are also updates to keep you abreast with various AC initiatives.

Enquiry and curiosity is the lifeblood of coaching. As always, I have aimed to make this *Bulletin* informative and thought-provoking. I welcome your responses, opinions, submissions and reviews.

Wishing you a great summer with AC. Good reading.

Peter Jackson

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Book reviews:

Would you like to review a book for the AC Bulletin?

If the answer is yes, please e-mail a condensed CV, together with areas of interest and a copy of a previous book review (if possible) to reviews@associationforcoaching.com

Guidelines will be sent to you and you will get to keep the book you review.

Sailing the Seven Cs of Courage.

I hope that when you read this article you will discover a framework for your own coaching model which will allow you to add depth and breadth to your coaching style.

The title of my article reflects the process part of a general coaching framework I have created and used over the last three years. Here I will explain only the bare bones, on the premise that one can benefit tremendously without knowing too much about how the framework operates. Welcome to my world of eC coaching.

The framework has two parts: a content part, and a process part. The content part consists of eight dimensions, which reflect our basic social and psychological needs. The process part consists of the seven Cs, which are needed to make the eight dimensions work.

I will look at the eight dimensions which make up the content part of the model first.

Content Part: Psychological/Social needs.

These dimensions have developed intuitively from working over the years coaching individuals. About three years ago, I reviewed the kinds of problems clients were bringing to our sessions. They seemed to cluster into eight dimensions. These dimensions reflect not just our physical needs (as in the bottom layers of Maslow's hierarchy of needs; Maslow, 1987) but also our social and psychological needs. The eight dimensions are as follows:

1	Relationship with yourself;
2	Relationship with intimate others;
3	Relationship with work colleagues;
4	General interpersonal skills;
5	Acquiring and managing money;
6	Career;
7	Health;
8	Relaxation.

Box 1: eight dimensions of social and psychological needs

A psychological model which is useful in terms of understanding the dynamics of these eight dimensions is that of drive reduction (Hull, 1943). Just as the drive to satiate physiological needs (for example, thirst for water) is reduced when the need is satiated, so this framework would suggest that all eight dimensions represent **essential** social and psychological needs. It is when these needs are not being met in a client's life that we find the client on our doorstep requesting assistance; they do not have the conscious nor unconscious strategies to satiate these psychological / social needs to their satisfaction.



Addressing Stress

It is important when using this model to realise that all of these social needs are regarded as **essential** to proper social and psychological functioning. Seeing them in this way prevents denial, which is often a response to a perceived lack of ability. If through our life we continue to deny one or two of these dimen-

Repeated avoidance can result in a lack of energy and enthusiasm. As these people get older, they wonder where the spark has gone.

sions, preferring to work only to our strengths, we develop over time a lop-sidedness to our personality, and lifestyle. My definition of stress develops Cooper & Palmer's (2000) definition and tells us stress is when "pressure exceeds perception of an ability to cope *along a dimension of importance*". Note my emphasis of relevance. Often people will systematically reframe difficult challenges (and indeed the dimension on which they lie) as unimportant to them. They'll look you in the eye and say, "So what – it's not important." Repeated avoidance can result in a lack of energy and enthusiasm. As these people get

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older, they wonder where the spark has gone. It is not their age that is the problem, though, it is that they have systematically re-framed so much of what life has to offer that there is little left that still is "important". This model can be used to address such denial, and consequent imbalance. By assisting the coachee to understand the necessary importance of **all eight** dimensions, the coach can work effectively in addressing limiting beliefs along any one, or group of them.

If eight dimensions represent *where* people's complaints arise, the seven Cs represent how they can learn to be more effective.

Process Part: The Seven Cs.

Let us now turn our attention to the process part of the model. The seven Cs are shown in Box 2

Clarity;
Capability;
Confidence;
Commitment;
Communication;
Congruence; and
Climate.

Box 2: The Seven Cs

In order for these seven Cs to operate they must themselves be framed within an eighth C; Courage.

A hypothetical example might serve to clarify how the process work is operationalised in a real coaching scenario. A client for instance may arrive on our doorstep with total **Clarity** and **Congruence** concerning someone with whom they would like to develop an intimate relationship. However, they may not have the perceived **Capability** or **Confidence**. Not having **Capability** or **Confidence** might mean their **Commitment** is beginning to wane.

The seven Cs are a useful way of helping this coachee to understand specifically what it is, process wise, he/she needs to work on. A "flirt" coach may for instance provide this person with specific **capabilities**.

So this framework is itself a useful model for generating questions which may help the coachee explore their own neurology and maps of the world. Taking each of the eight Cs along each of the eight life

dimensions generates 64 questions. If we then invoke Fritz Perls' (1973) exhortation to "come to one's senses", we can multiply those 64 questions by another 10 (five senses, directed both internally and externally) thereby generating 640 questions.

Let's look again at our hypothetical client: we might want to help them explore their internal visual representational sense, by asking "*What specifically would you see, using your imagination, when you are **Capable** and **Confident** in talking and being with this person*". With such an approach, one begins to recognise that much of coaching is not about creating change, but, in a gestalt sense, about developing awareness.

Levels of Information Processing.

This argument then begs the question: "developing awareness of what?" The answer is, "developing awareness of our maps of the world."

It takes half a second for exposure to an external object/person/situation to become fully conscious in our minds (McCrone, 1999). Of that half second the first 1/10th second of information processing is via the unconscious maps of our world. These maps distort, delete and generalise the sense data we are exposed to. They are highly personalised and are built as a result of experience and the use of language. These individual maps act as frames which determine the parameters of our existence. They are however also shared and socially created. The Maoris in New Zealand for instance anecdotally could not "see" the ship Captain Cook arrived on and thought consequently he was a magician. This would be because the Maoris having never seen such vessels in their experience had not developed "maps" at this lower level of information processing in order to make sense of it when it was presented to them. At the other end of the scale of familiarity with external objects, the Eskimo group of languages have many verbal labels for what is very common to them: snow. As a result of making these differentiations using language as they grow up, they have a tremendous capacity to distinguish differing types of snow and to use such experience to live effectively in such climates. It is these maps of the world which define our experience, and determine our emotional reaction to any given situation along the eight important life dimensions.

But when we increase the gap between stimulus and initial internal response, and develop a capability to live in that space - that 1/10th of a second - we develop the capacity to change the basic maps we

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carry around inside. Of course, with our neurology running at about 200 miles per hour, even consciousness needs time to develop.

The Cognitive-Behavioural approach.

As we become more fully aware of our situation, and understand we need to behave in a socially appropriate manner, we consciously attempt to moderate our experience to accord with our well defined outcomes. Typically a cognitive approach tends to focus on the product of these unconscious maps, which is our conscious awareness. Examples of cognitive strategies are positive self-speak, or the “stop” strategy. These are two ways we consciously work to moderate our lower level maps when they cause us to experience negative emotions. Such strategies, however, require energy and effort because they are being consciously activated and maintained. Even though they are effective, sometimes clients begin to lose the motivation to continue; a war of attrition ensues and little change occurs.

Working as a coach using the seven Cs

The seven Cs of courage framework can be remarkably powerful in real coaching situations. The model suggests it is useful initially to work at the lower levels of information processing, rather than higher up at the conscious level. But how can we realistically work within that gap of 1/10th of a second? The answer is emotion.

“Those who learn to control their inner experiences will determine the quality of their life, and that is as close as to happiness as we can get”

– Mihaly Csikszentmihalyi (1998)

The lower level maps which frame our experience first become conscious through the process of emotion. After the client has disclosed what they want, and after paying close attention to the words they have used to paint their canvas, their attention can be directed to the manner in which they are painting. Is the language high pitched and quick? Is it slow and laboured? Is it deep yet powerful? Or deep

and sorrowful? Their attention is directed to their physiology, their body posture, and other minimal cues, such as breathing. All of these are powerful **emotional** indicators as to what the person’s map of the world is **really** like. It is at this point — within the 1/10th sec gap — that more accurate beliefs and perceptions can be elicited, which can in turn provide the most leverage in generating quick and lasting change in a client.

In ending this article, I invite you to explore your own relationship to the eight essential life dimensions, and to what extent you can operationalise the seven Cs in each of them. I will leave you with a quote and a sincere hope you can learn to live in the gap.

“Those who learn to control their inner experiences will determine the quality of their life, and that is as close as to happiness as we can get”
- Mihaly Csikszentmihalyi, 1998

Bruce Grimley
www.achieving-lives.co.uk

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Coaching To Create Breakthroughs

Self-observation may create an opportunity for a breakthrough including more strength to stay in the question with clients, being centered, deeply listening, and being aware of your and the client's language, body and emotions.

People ask me for advice all the time and when they aren't seeking advice then folks want me to solve problems.

Does this sound familiar to you?

In the last two weeks, I have been acutely aware of asking questions and using a deeper level of listening when colleagues and friends have been “seeking the answer.” The results have been amazing for everyone involved. I have been using a powerful coaching technique simply described as self-observation. The premise of self-observation requires that you allow questions about your life to rise to your consciousness. The questions can be in all the domains of your life and are not segregated to just your professional journey. Sandy Mobley and Sheryl Phillips of the Georgetown Leadership Coaching program (Mobley & Phillips, 2004) argue that “becoming more aware of the use of questions in your life, thereby increases the choices you have related to asking questions.”

Braham & Wahl (2000) describe self observation in the following way:

“there is often a gap between what we think we do, the way we think we behave, and what we actually do. Often, when there is a coaching opportunity, what you think you are doing and what you actually are doing are different. Paying attention to your own behaviors is necessary for effective coaching.”

— Braham & Wahl, 2000, p79.

Flaherty writes:

“A self-observation exercise is a precisely defined set of observations that a client performs over a

period of time. The point of the exercise is to free up the client to take up new action, provide grounded assessments for decision-making and provide some power in intervening with recurring patterns of behavior.”

— Flaherty, 1999, pp 34-35.



I decided as a leadership coach, the vice president and dean of Liberal Arts College, friend, sister, and partner that it was time for me to undertake an exercise, a practice, if you will, in self-observation.

The exercise was one shared with us at the Georgetown University Leadership Coaching Program. The exercise consisted of dividing self into two people: one who is the active doer, and the other the objective observer. I was coached to observe myself in the act of asking questions in the variety of domains of my life, both personal and professional. I was asked to notice without judging what came up for me, and to be curious about what I noticed. At the end of the exercise, the following specific questions were posed (Mobley & Phillips, 2004):

1. What do you notice about the patterns that are emerging?

In what domains do you tend to ask/avoid questions?

What people do you tend to ask/avoid asking questions in certain domains?

What types of questions do you tend to ask/avoid asking?

What is the impact/reaction to the questions you ask?

What was the impact of not asking a question you wanted to ask?

2. Given what you notice—your new awareness—what options, choices, possibilities open up for you?

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I kept a journal about the exercise. Here's what I found curious about self observation.

In observing myself, I do a great deal of "acknowledging" with both my clients, staff and students. I do this both in writing and orally and it seems to be part of my 'cheerleader' role both as a leadership coach and as the dean of students. This role feels natural to me, second nature. My leadership coach posed the following: *What does this behavior do for me? What might result from having people assess and acknowledge themselves more?*

Clients need someone who holds their highest good, cares deeply enough about the relationship that one "enters into a reciprocal relationship where 'coach' and 'coachee' engage in a dance of mutual influence and growth"

I also seem to use a great deal of clarifying, intuition/curious phrasing and articulating coaching skills. In looking back over the self observation exercise it is clear that I readily move between being curious and clarifying. I noticed three things about the self observation exercise: I am not afraid to ask questions in either the work or personal domains—but I do not readily question assumptions someone else has in the personal domain. I am much more forthright in the work domain, clarifying assumptions. In the personal domain, I tend to ask a lot of questions about what I want to know—I do not always answer fully if the question is then placed back to me. This was an interesting insight, and the questions that came up were: *What is this really about? How do you feel when someone doesn't fully respond to your questions?* And too, I am bold in my questioning often asking the question that people are thinking. This is a relief to some, curious to some, and a challenge and nuisance to others. My leadership coach posed the following: *Is this courageous? What is your goal in asking these types of questions?* I found there was much more power in the question than in either advice giving or problem solving. There is a great deal of power in focused listening and not immediately responding.

Part of the exercise challenged us to give ourselves leadership coaching advice. Here's what I had to say:

"Practice centering more; be as courageous to answer the questions you pose, as you are curious; explore your own sense of vulnerability in staying in the question; ask why it is you don't challenge assumptions in the personal domain with the same rigor you might in the work domain. Acknowledge the comfort and challenge in how people respond to your powerful questioning; trust your intuition."

My take away from the exercise on self-observation is simply this: folks are creative and resourceful, most often they do not need a problem solver. Clients need someone who holds their highest good, cares deeply enough about the relationship that one "enters into a reciprocal relationship where 'coach' and 'coachee' engage in a dance of mutual influence and growth" (Peter Senge, quoted on the back cover of Flaherty, 1999). Self-observation may create an opportunity for a breakthrough including more strength to stay in the question with clients, being centered, deeply listening, and being aware of your and the client's language, body and emotions.

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Personal Branding – The Secret to Success for Coaches

There is one key difference that separates incredibly successful coaches from all others: successful coaches are not selling coaching.

The coaching community is comprised of a diverse group of incredibly talented and committed people. But when you look at the coaching community holistically, you see a lot of similarities. Most coaches are well-trained through coaching schools or applied experience. They are passionate about coaching and want to make a difference for their clients. They believe in the power coaching has to transform individuals and teams. And they feel like they were destined to be coaches. “Coaching is a calling, like going into the clergy,” a client of mine once told me.

But when you segment coaches into two groups – those who are wildly successful and those who are just scraping by – you see *fundamental differences* in how they think of their coaching practices. Therein you will find the secrets to increasing your success.

In working with hundreds of coaches including two of the UKs top ten coaches (“The Top Brass”, 2003), and studying the coaching community through observation and formal research, I have determined that among the major differences, there is one key difference that separates incredibly successful coaches from all others: **successful coaches are not selling coaching.**

“What? They aren’t selling coaching?” you ask.

That’s right. They’re selling their own unique brand of coaching that is only available from them. They’re selling solutions to client problems by applying the principles of coaching. This enables them to stand out from the myriad other coaches and attract their ideal clients. It also gives them permission to command a premium for their services.

If you don’t offer something unique, you’re selling a commodity; commodities are interchangeable and they compete on price. Think of grain or crude oil. When what you have to sell is desired by your target audience and differentiated from what your peers are selling, you have permission to raise your fees. Do you ever wonder

why we pay £4 for a Starbucks coffee when the little café down the street charges only £1.50?

Take a look at the web sites of numerous coaches and you’ll see that it appears that they are selling coaching, not something that is highly differentiated and only available from them. I spend a lot of time looking at coaches’ web sites and find that most contain the following elements:

- a picture of nature (a bird, the sea, the sky, mountains, etc.)
- information about coaching (this is usually front and center – selling the concept of coaching and not the solution to a client’s problem)
- a question like “If you could do anything you wanted, what would it be?”

The sites may look great, but they seldom tell me about what makes this coach special. It would be hard for me to know whom to choose. And if it’s hard for me, it’s hard for your clients.

Building and managing your business around what makes you unique and outstanding is known as branding. And with coaching, it’s personal branding – because for coaches, the corporate brand and your personal brand are inextricably linked. You are selling YOU!

To build a wildly successful coaching practice, you must focus on what makes you unique — in branding terms — your unique promise of value. It’s only after uncovering your unique promise of value that you will be able to greatly expand your success. In a study my company conducted, only 10% of coaches said that they felt strongly that their differentiation is visible to their ideal clients. So if you are in the other 90%, branding is the remedy. By building your coaching practice around your brand, you ensure



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that there is one exclusive source for the value you provide, and you start to build a reputation with those people who will help you expand your success.

I have worked one-one-one with nearly 100 coaches and have found that once coaches understand their brands — their unique differentiation — they begin to attract their ideal clients and increase their fulfillment and satisfaction tremendously.

The first step in building your brand is to understand your authentic differentiation. You can differentiate your coaching practice in many ways; you must select the ways that are authentic to you and compelling to your target audience. To help you start to unearth your unique promise of value - your brand - here's a whole host of questions you should ask:

Once coaches understand their brands — their unique differentiation — they begin to attract their ideal clients and increase their fulfillment and satisfaction tremendously.

tant step in personal branding as it is the core around which you build your entire business. Getting that right will ensure that you greatly expand your success.

William Arruda

William Arruda works with coaches and consultants to build strong, memorable brands.
www.reachcc.com

What do you deliver?

Is it pure coaching? Coaching and consulting? Coaching and psychotherapy? Is coaching only a component of your complete offering? How would your clients describe your offer? How can you describe it in terms of a solution?

How do you deliver it?

Face to Face, through e-learning, on the telephone, through some unique process, a combination of all of them?

What makes it unique?

Do you have a patented or unique system or set of tools? Is your personality an essential element of your offering? Does it have some kind of research or theory behind it? Does it combine many different services into one offering? Does it come with a guarantee or endorsements?

To whom do you deliver it?

Have you identified the target audience that would benefit most from what you have to offer? Do you have a clear understanding of the target audience? Do you have an R&D team that includes members of your ideal target audience? Why do you deliver it to this specific target audience? Do you know the challenges facing this audience and how your offering solves these challenges?

What makes it different?

Can what you offer be copied and delivered by others? Why can't your peers copy what you do? What do people who know you well say sets you apart from your colleagues? Can you explain why your offerings are different from those of other coaches who target the same audience? Is the differentiation that you identified valuable to your chosen target audience?

By offering something unique, you put your practice in a class by itself. It gives you an opportunity to increase your visibility among those people who need to know about you so you can reach your goals. Your brand becomes the single most valuable asset of your coaching practice.

Understanding and describing your unique promise of value is not always easy. It requires a lot of introspection and gathering of information about how you are perceived by those around you. It's the most impor-

References:

'The Top Brass' (2003) *Independent on Sunday*, 30th November 2003.

"Breaking Through" — AC International Conference 2004

With all the excitement and anticipation, delegates were ushered by the friendly AC helpers into the ballroom at the Radisson SAS hotels, London to see the opening of Breaking Through – the first AC International Conference on 22nd of October. Katherine Tulpa, Chair of the Association for Coaching (AC) welcomed delegates to the first AC international conference - Breaking Through. The conference marked a significant milestone in our journey in coaching. The profession was seen as a break-through and acknowledged in the consciousness of the society. We were surely in an exciting time in our history. It was therefore important for me as a professional coach and psychologist to attend the conference and record my experience to share with our colleagues.

The first keynote speaker Sir John Whitmore described the development of one's coaching skill as a journey of alignment between one's spiritual development and achievement. The goal was to enlarge one's consciousness to reach beyond one's own immediate social, geographical and national sphere, reach the other cultures, societies, religions and cosmos.

The conference had three parallel streams: 1) Corporate Coaching; 2) Private Coaching; and 3) Coaching Resources. This report reflects my impression and summarises the notes that I took at those sessions that I attended.

Appreciative Coaching: Generating Instantaneous Positive Change (Allard du Long and Georgina Woudstra, Spain & UK).

Appreciative coaching suggested us to focus on our clients' positive strengths and aspirations rather than their problems. The speakers showed how the six-step process could help clients from defining a change agenda via developing a dream dialogue to delivering an inspired action plan.

1-2-3 Success – Three Steps to professional Banding for Coaches (William Arruda, France & USA).

According to William Arruda people had been using branding to develop strong relationships with customers since pre-industrial times. Everything was a brand. Branding was for people too – Madonna, Richard Branson and Oprah. Yet only 10% of coaches felt strongly that their differentiation was visible to their ideal clients. One key thing I learned was that the more differentiated one's business became

the more clients one would have. The three steps to success were: 1) Unearth Your Unique Promise by knowing yourself, your peers, and your target customers; 2) Express Yourself by implementing a communication plan; and 3) Exude your brand in everything you do.

In the afternoon, Professor Stephen Palmer's keynote paper (*Stress and performance: a psychological approach*) covered three key areas: 1) psychological coaching; 2) Cognitive model of coaching; and 3) Strategies, techniques and solution talk. Many therapeutic approaches had been adapted to the field of coaching in the past decade. Cognitive coaching focused on helping clients to overcome psychological blocks that were preventing them from achieving their desired goals. For example, a cognitive model of stress and its coping strategies underpinned the psychological coaching development.

In the corporate coaching stream, Dr Ken Ideus & Lyn Richards (UK & USA) presented a case for improving coaching interventions 'on-line' (*A Network Approach to Coaching*) accessing the evolving thoughts of multiple leaders through a few coaches acting together in a performance network. This was different from a traditional hierarchical or matrix management structure. The aim of a network approach was to manage individuals and their joint accountabilities for coaching against an agreed performance contract. This demands active and continuous client engagement and dialogue with a community relationship. The style was fluid, non-bureaucratic, accepting jointly the accountability for delivery the coaching contact. This emergent organisation model facilitates the links between people who have a clear purpose to come together. It leverages the maximum benefits from the diversity of clients and coaches who have different personal styles and experience to contribute.

A Master Class in Business Coaching followed the above. Using his life journey as an example, Frank Salisbury (UK & Ireland) pointed out that most of us did not become what we wanted to be since we left school. Having entered our profession late, we needed to learn the basic rules of the game (which was the difference between training and coaching).

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The final keynote speaker, Alexander Caillet described *seven steps of coaching leadership capacity*. He pointed out that there were usually barriers between operational, strategy and visionary levels in leadership development. The secret of evolving through leadership levels was to learn how to master the balance between the rational mind v the innate mind. This involved asking a simple question, "What would love do now?"

The conference ended with the AC Honorary Awards and Expert Panel. A wide range of questions was put forward to the panel including whether a coach should have supervisors or not, and the presence and future of the coaching profession. The majority of the panel agreed that coaches should have some form of supervision (like psychologists, they require supervisors for their chartership). The Award for Impacting the Coaching Profession went to Sir John Whitmore and the Award for Influencing the Coaching Profession went to Katherine Tulpa.

Carol Wilson closed the conference by thanking all the helpers and in particular, two women who have been instrumental to both the development of the AC and the 2004 conference: Katherine Tulpa and Alex Szabo. And by judging from my experience of the day, coaching as a profession is surely gathering momentum and its future is looking bright!

Dr Ho Chung Law

Director, Empsy Ltd. Empowerment Psychology.

The AC International Conference, 2006:

AC International Conference will take place on the 24th of March 2006, and is being held at the Victoria Park Plaza in London.

To receive information on a request for presenters, email proposals@associationforcoaching.com

For exhibitor/sponsorship info, email: sponsorships@associationforcoaching.com

Organisational Development Team

In response to questions from organisations on how to know that you are selecting a good coach as well as articles in the press on 'Cowboy Coaches', the Organisational Development team is hosting a breakfast seminar on "**The Who? of Coaching**".

The seminar will take place on Wednesday June 8th at the Commonwealth Club in central London. Speakers include:

Carol Wilson, Hon VP of the Association for Coaching and founder of Results Coaching Europe, will speak on "*The Who of Coaching: giving and receiving coaching in the workplace*".

David Kelly, Senior Consultant, Unicus Ltd, will provide a case study from his recent experience as Head of UK Training & Development at Aventis: "*How Coaching fits within the overall organisation development strategy and why Aventis opted for Coaching to support its Vision*".

Michael Moran, CEO Fairplace will talk about "*When you should use an external Coach, how to pick the best and judge their performance*".

The seminar is aimed at HR and Learning & Development Directors and Managers who are interested in using coaching as an organizational development tool. We will be offering taster coaching sessions at a nominal fee, for those who wish to have a first-hand experience of how coaching works.

To book your place at this event email seminar@associationforcoaching.com

The OD team plans to host a seminar focusing on **Leadership coaching** in September and is working with AC regional co-ordinators to encourage similar seminars around the country. Our remit is to promote coaching as an organisational development tool and we will be producing a standard introduction to coaching that AC members can present in organisations to help educate on how coaching works and coaching best practice.

If you are interested in finding out more about the OD activities, have suggestions for us or would like to offer your services and join the team, please email ODteam@associationforcoaching.com, we welcome your interest.

Amanda Bouch

Head of Organisational Development

Membership Team

At last Spring has arrived, bringing with it a new energy and vitality. Traditionally, individuals look to follow Nature's lead by taking this opportunity to renew, replace, and replenish the things around them – and the Membership Team is no exception!

Recently two new members have joined our team: **Helena Taylor** and **Bill McDermott**, and I would like to take this opportunity to welcome them aboard and to thank them for their contributions to date.

The Membership Team have fully embraced this new season and continue to work behind the scenes to take time to reflect, review and further develop the many processes that are the foundations upon which the Association for Coaching can grow. Numerous initiatives are in place, including formulating strategies to encourage and support growth both here at home and abroad. As well as members in the United Kingdom and Ireland, we welcome them from places as far flung as France, Germany, Netherlands, South Africa, Spain and the USA. Negotiations are currently underway to increase membership through expansion into Ireland, China, Thailand and Turkey. A great achievement in a little over three years!

The ongoing liaison with companies that incorporate coaching initiatives into their workplace has resulted in the emergence of a brand new and exciting level of membership this year, that of Corporate Membership. The first Corporate members will be approved to join during the second half of this year.

The Membership Team are often the first point of contact for individuals and organisations wanting to become more involved within the field of coaching. Responding to the needs of members generates on average sixty e-mail enquiries on any given day - a sure sign that the Association for Coaching is expanding rapidly!

We encounter a variety of queries such as being asked to advise on:

- clarification of the membership eligibility for individuals
- how members can upgrade their membership level
- outlining the membership options best suited to an organisation
- who can assist to set up and run AC events
- information on training resources available
- how members can subscribe to AC forums
- updating individuals on regional events in their

areas

- how training schools can gain AC recognition
- updating individuals on the progress of applications
- organising teleconferences between various AC Development Teams and members involved in initiatives

We are involved with individuals and organisations from the start of the application process right through to certification. This means that we have a first hand opportunity to discover the diverse talents, skills, ideas and aspirations that each of you bring to the AC.

The level of commitment that is shown by those that volunteer to work to develop and promote the AC at all levels is nothing short of astounding, and it is a privilege to interact and support so many positive, forward thinking individuals.

Membership will continue to metaphorically 'Spring Clean' the current processes and to develop new ones in line with meeting the needs of all of the AC Members. If you would like to find out about becoming a member, increasing your contribution to the AC or if you have any other queries, then please contact members@associationforcoaching.com

Jeannette Marshall
Membership Secretary

Media Team

The Media Team continue to build links with the press, sending out press releases and by building up a database of contacts. In addition to the day-to-day work of the team in answering calls and meeting the requests of other AC groups, a number of people have now opted to become part of the media team. We are now using a professional press release distribution service, which has greatly improved uptake of press releases.

Gladeana McMahon
Head of Media Relations
media@associationforcoaching.com

Oxford Brookes Coaching and Mentoring Research Conference

Friday 8th April 2005, Oxford Brookes University

Like all good conferences, this one, on a bright spring morning on the heights of the Oxford Brookes campus, started with a shot of caffeine and a chance to cast an eye over the arriving delegates. A quick glance down the delegate list revealed that the appeal of a "research conference" wasn't just for academics, and that both business and the coaching world were exceedingly well represented. Indeed, the venue was satisfyingly full for those with a commitment to developing a strong evidence base for this relatively new discipline.

The Keynote Speaker, **Dr Grant Ledgerwood**, Director of Academic Research for the UK Colleges of Life and Executive Coaching, set a heroic tone, discussing *Rules of Engagement and Leadership through Coaching*. His framework was the leadership style of Admiral Nelson and by deft marriage of history and prediction set the scene for subsequent presentations.

Those claiming to organise a "research conference" take a huge risk in the current climate as standards for evidence (aimed at minimising bias) become more and more exacting. The organisers need not have worried. We were in safe hands with the remainder of the speakers, who not only revealed their clear and transparent methodologies, but also shared their thoughts on where their biases lay. Tony Evans presented data on how the experience of mentoring disadvantaged young people had affected those volunteering as mentors. Hearteningly, a positive impact on career along with increased levels of respect for young people were among the outcomes, albeit not predicted. **Sue Blow** asking *Can Coaching Strategies Help Experts Share Expertise*, reflected on the research process itself. Sue recounted her own research journey and described some of the tools she used, basing her presentation around two in particular: a stunning rich picture and a series of mind maps. Sue concludes that a coach seeking to help a subject-expert to share their expertise can: act as a champion; offer insights on presentation of technical concepts for non-technical colleagues; and coach on how to reveal to others what is intuitive for the expert.

At this point the conference really got down to development of the methodological base with two more technical papers. **Mel Leedham** challenged business to a more explicit statement of the outcomes expected when purchasing coaching: what is value for money and how do corporate clients select and meas-

ure effectiveness of coaching? Using an impressive array of methods including literature review, survey (244 coaches), qualitative analysis (grounded theory) and case studies, Mel showed that perceived expertise, capability (including capacity) and flexibility were key attributes sought by corporate buyers of coaching; business results, and changes in personal skills and behavioural attributes were the most commonly sought outcomes. Mel also developed a model from these results, showing a hierarchy (pyramidal) of benefits for both business and the individual.

Peter Jackson shared with us his on-going work on the development of a typology of coaching. It is a tribute to his enthusiasm that at a time of day when delegates really begin to slump, we found ourselves sitting on the edge of our seat. Peter showed how he used a series of approaches (grounded theory, repertory grid, elementary linkage analysis and pragmatic reduction) to develop a five-dimensional typology. Peter's engagement with methodology was such that it was only when he was directly asked to do so that he actually shared those five dimensions with the audience.

Our day was finished with a flourish by **Ilona Boniwell** who shared her research into individual differences in time perspectives (TPs). She explained that Zimbardo's Time Perspective Inventory could be used to differentiate the following time perspectives: Future, Present Hedonistic, Present Fatalistic, Past Positive, or Past Negative. Ilona then outlined her research into relationships between different time perspectives and various measures of well-being, prompting the intriguing question: which time perspective makes us happiest? She considers our challenge as coaches is to understand the client's TP profile, to evaluate whether our client's dominant TP is serving them well, and to recognise that we can use interventions appropriate to the client's TP profile. A perfect end to an engaging day. See you at the 2nd Annual Coaching and mentoring Research Conference?

Dr Gill Grimshaw

Life Balance

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Papers from the conference will be published in the *International Journal of Evidence-Based Coaching & Mentoring*.

Mindchange: The power of emotionally intelligent leadership

Jan Childs and David Pardey
Management Books 2000, 2005
ISBN: 1-85252-484-7
Paperback £16.99

There has already been a lot written about emotional intelligence, and while many coaches are familiar with the term, this particular book does stand out from its competitors: it is well written and presented, and the authors' enthusiasm for their model and its application is clearly evident.

In the first few pages the authors provide a convincing argument for why they have written this book before going onto outline the contents.

The book is divided into three parts. In part 1 Childs and Pardey describe the building blocks of emotional intelligence, emotions and the origins of EQ, before going onto outline their own model of EQ, which they call 'EQ4U'. Here they focus on the bare bones of the process, the four steps of EQ4U. Step 1, developing self awareness and understanding; step 2, awareness and understanding of others; step 3, reflection, that is reflecting on the past and its impact on the present; and step 4, application, "action that is informed by these insights into your own and others' emotions and feelings, attitudes and values".

In part 2 they describe how EQ can benefit organisations. Childs and Pardey cite examples of how businesses have fallen apart due to a lack of trust in leadership, before going onto focus on success in the business world, and how EQ is a key component of successful leadership and business development.

In the final part the authors focus on practice, and provide five case studies which highlight the application of EQ4U to organisations. In the last chapter of this section the authors provide valuable strategies and insights that can be used to develop EQ leadership.

Overall, I think this book takes an original stance on EQ, it is interesting and easy to read and relevant to the business coaching arena.

Kasia Szymanska

Accreditation

The accreditation Pilot Scheme continues and we are now near being able to launch the scheme. As is the way with pilot schemes there have been teething problems! Lynn Macwhinnie has agreed to stand in as Acting Head of Accreditation until formal elections later this year.

Gladeana McMahon

Submissions:

The editor welcomes submissions from members for inclusion in all sections of the Bulletin. Articles may deal with the whole range of practice, theory, wider professional and business issues, or topics of general interest to coaches. They may be presented in any appropriate format, including case studies, research reports, interviews and discussion articles.

Articles should generally be between 800 and 1500 words in length and there should be a clear benefit to the reader. Sources should be fully referenced using the Harvard referencing system. See current articles for examples of Harvard referencing. Full guidance is readily available on the websites of many university libraries.

Articles for submission should be sent to acbulletin@associationforcoaching.com

Reviews should be sent to reviews@associationforcoaching.com

The submission deadline for Issue 6 is July 4, 2005; the deadline for Issue 7 is October 10, 2005.