

THE ASSOCIATION FOR COACHING MAGAZINE

# Global Coaching Perspectives

JANUARY 2016 | ISSUE 8



“promoting excellence & ethics in coaching”



JANUARY 2016 | ISSUE 8

# Global Coaching Perspectives

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## CONTENTS

**Editorial** - Beyond Coaching  
Hetty Einzig

---

### Coaching Leadership

Leaders Doing Coaching  
Geoff Abbott

Motivating Millennials in the Digital Industry  
Michaela Lindinger

**Emerging Trends** - Neuroscience : A Coaching Guide  
Amy Brann

**Interview** - Words Create Worlds  
Sue Stockdale Interviews Judith E Glaser

**Coaching Impact** - Coaching Behind Bars & Beyond  
Clare McGregor

**Coaching Passions** - Coaches Need Teachers  
Josephine Schoolkate

**Global Coaching Community** - Barefoot Leadership for Societal Transformation  
Ram Ramanathan

**Global Research** - Leadership: Breaking the Gender Ties that Bind  
Tricia Nadaff

### Coaching by Country

**New Zealand:** Lessons from the All Blacks  
Yvonne Maclean

**Turkey:** Launch of the AC in Turkey  
Günay Özarin

**Coaching in Context** – The Challenges of Sports Performance Coaching  
Sue Stockdale Speaks with Graham Taylor - Part 2

**Excellence in Coaching** – Great Coaches Don't Get Christmas Cards  
Declan Woods

**Looking Ahead** – Is Fear-Free Possible?  
Professor Paul Brown

**Review** – Coaching with Mastery Glasgow Conference  
Reviewed by Gill Smith

CONTINUED...

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JANUARY 2016 | ISSUE 8

# Global Coaching Perspectives

## ...CONTENTS

### Book Reviews

The Fertile Void: Gestalt Coaching at Work by John Leary-Joyce  
Reviewed by [Jon Echanove](#)

The Book of Human Emotions by Tiffany Watt Smith  
Reviewed by [Sally Phillips](#)

Attention Cooperation Purpose by Robert French and Peter Simpson  
Reviewed by [Hetty Einzig](#)

Developing Mental Toughness by Doug Strycharczyk & Peter Clough  
Reviewed by [Clive Steeper](#)

Coaching in Times of Crisis by Liz Hall  
Reviewed by [Jonathan Passmore](#)

**NEW ▶▶▶ The Deep Dive** - Integrating Nature and Nurture in Coaching  
[Philippe Rosinski](#)

[AC Ireland - News from AC Ireland](#)

[Link](#)

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# WELCOME TO THE JANUARY ISSUE OF GLOBAL COACHING



## BEYOND COACHING

Happy New Year to all our readers wherever you are, and a warm welcome to our January edition of *Global Coaching Perspectives*. The turning of the year is a time of pause for reflection, and as I review the contributions for our New Year issue I find much to reflect on. One of the unpredicted pleasures of my job as Editor of this magazine is how, without planning it, themes emerge for each issue; as the contributions arrive we see links and alignments regarding what is on your mind as coaches; like yeast your concerns bubble through and, because you are coaches, you turn these into questions about what contribution you want to make in the world.

The issues that are emerging now, and I predict will arise with increasing urgency through 2016, coalesce overwhelmingly around the theme of *Beyond Coaching*. In various ways our contributors address the burning questions: what and how can coaching contribute *beyond* the coaching encounter? With news so available it becomes less and less tenable to coach in a bubble – world events and issues press upon us as coaches and as world citizens. My use of the word burning reminds me that as I write horrendous fires, burning since July, continue to devastate Indonesia. Initially caused by crop burning, fanned by the El Niño effect and climate change, they have been called a crime against humanity, causing irreparable damage to people, homes, forests which represent some of the most diverse habitats in the world, and our fellow species – many now wiped out or greatly endangered. But I could as well have referred to world problems flooding in. Large areas of the northern UK are once again under water as flood defences have failed. Businesses will go bust, homes are ruined, people are angry and despairing. The extreme weather events over these last months, including record temperatures in the USA and wildfires in Australia, are seen as further evidence of man-made climate change,

further exacerbated by the El Niño effect.

Climate change is just one aspect of how our world is changing, faster than our human programming can adapt to. The refugee crisis of 2015, with over a million people reaching Europe, driven from their homes by war, famine and oppression, is another. Crisis, derived from the Greek, means a turning point in disease, and involves judgement and decision-making. Coaches everywhere are sensing the import of the times we live in and many are making the decision to deploy their considerable skills in ever-wider contexts and in deeper, more thoughtful ways – in response, in compassion, but also to challenge old ways and usher in the new. Our lead article, from Geoff Abbott in Australia, recognises that leaders who use a coaching approach thrive far better in our VUCA world – volatile, uncertain, changing and ambiguous (see my October editorial for a discussion of VUCA). In Sue Stockdale's interview with Judith Glaser we learn about Conversational Intelligence, and the need to put this to service in the world. Likewise, Yvonne Maclean's analysis of the coaching lessons from the All Blacks in New Zealand: trust, humility, embracing uncertainty to remain responsive and flexible – are seen to serve beyond the field of play. Graham Taylor, head of coaching at UK Sport, sees the coach as the linchpin in promoting the edge in Olympic level sport and beyond. Clare McGregor describes the power of coaching in prisons to turn around damaged lives, while speakers at the AC Coaching Mastery symposium in Glasgow urged coaches to adopt mindfulness practices in their work and embrace difficult emotions to enable coaching to make a greater contribution. Ram Ramanathan asks us to consider the difficult questions in service to a vision of empowering corporates to grow sustainably; and Josephine Schoolkate's moving account of her journey to become a





coach brings into play creativity, imagery and mentors – we grow together not alone. This issue sees the first of our new occasional series, *The Deep Dive*, a detailed exploration by Philippe Rosinski through the lens of a case study of the interplay of nature, nurture and culture.

Clearly we at the AC are not alone in believing coaching has a critical role to play in these troubled times – greater, I think, than has been fully recognised. The turning of the year is also a renewing of hope. Without denying pain and distress we can assert that coaching is uniquely placed to take a positive view and help turn reflection into understanding and thence to action. As coaches move to mastery – and increasing numbers are doing so – they recognise that the problem-solution binary formula is no longer fit for purpose; they see that no crisis is isolated, that all is interconnected, and, as beautifully expressed in the new book from coach and editor of *Coaching at Work*, Liz Hall (see the review on page 36): within every crisis is the potential for transformation.

As you welcome the new year, pause, relax and enjoy your read of the magazine!

May 2016 fulfil your new year's resolutions, hopes and dreams, and may your coaching work bring you much happiness, joy and reward – as I am in no doubt your contribution will bring much to others.

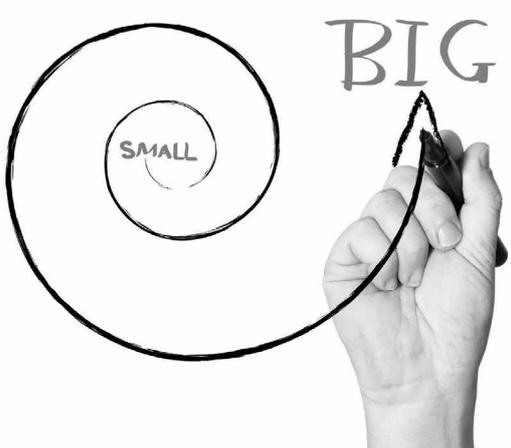
As always we welcome your comments, contributions and suggestions. Please email them to us at [editor@associationforcoaching.com](mailto:editor@associationforcoaching.com)

With warm wishes for an adventurous and rewarding 2016 from me and from the whole team

Editor



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# LEADERS COACHING

DO WE NEED A NEW DEFAULT LEADERSHIP METHODOLOGY? ASKS **GEOFF ABBOTT**,  
DIRECTOR OF EXECUTIVE COACHING AT THE GRADUATE SCHOOL OF BUSINESS AT  
QUEENSLAND UNIVERSITY OF TECHNOLOGY, AUSTRALIA

Regardless of the hype around flat structures, empowerment and collective decision-making, leadership in most companies still appears to mean 'telling people what to do'. The assumption may be unconscious and wrapped in different-coloured paper but you can still find it in titles, hierarchical structures, reward systems, duty statements, and the symbols of power sprinkled around organisations. Coaching – which is in tension with the core assumption of telling - is not deeply embedded in the DNA of most organisations, though there are signs of a shift, and even more signs of a need to shift.

From my perspectives as an educator in leadership development within a graduate business school, a leader/influencer, and an executive coach, I'm interested in why coaching is increasingly identified with leadership in a VUCA (volatile, uncertain, complex and ambiguous) world, and what implications this might have for the future.

Over fifteen years ago, the *Harvard Business Review* published Daniel Goleman's seminal article, 'Leadership that Gets Results'<sup>1</sup>. The gist of his argument is:

1. When you strip all the noise away, there are six fundamental styles that a leader can use.
2. Coaching is one of the six (the others are coercive, authoritative, affiliative, democratic and pacesetting).
3. Effective leaders use all six, but to keep people motivated they should apply the brake pedal on coercive and pacesetting (the latter being associated with micromanagement).

4. Emotional intelligence is a critical leadership characteristic that helps in messy decisions of what, where, when, why, how and with whom.

He commented: 'Although the coaching style may not scream bottom-line results, it delivers them'. Since then, executive coaching has proliferated, and leadership development programmes increasingly embed coaching in different ways, including teaching leaders how to coach. What seems to work best, and what companies are asking for, are multi-pronged approaches consistent with the Lombardo and Eichinger's 70:20:10 model of leadership development<sup>2</sup>. Their basic premise is that most learning happens on the job.

Arguably, there is a shift in the meaning of 'coach' - from something one *is* to something one *does*. It's hard to capture the exact nature of the underlying assumption of coaching – a shopping list rapidly appears. For now, how about, 'explore what is possible' in contrast with 'tell people what to do'.

The question I am currently asking is, 'Why is coaching methodology rising to prominence in this way?' Here is the explanation that we've been working with in the Queensland Graduate School of Business<sup>3</sup>. The world is undoubtedly getting more VUCA-ish every day. One of our CEO mentors recently commented that the chairman described as 'ambiguous' a regional role he took on. Needless to say he wasn't sure what that meant, and neither was the board. Two years and a regional CEO redundancy later, no one had gained any more clarity! Many leaders are coming to us in various states of confusion, denial, overwhelm, stress, isolation, and disillusionment and (although we may not



hear about them) depression, drug dependency, and chronic family dysfunction. At the same time, others are coming to leadership with elation, passion, and excitement – literally sharing joy in the world.

We don't yet have research that proves it, but our observation is that leaders who are using coaching generally come with a more functional profile – happier, healthier and more effective – and much nicer to be with! Instead of drowning in the turbulence, they've found a way of surfing the energy of the waves. They are taking an exploratory approach with due regard to context and a good sense of what is important to them. VUCA is engaging and even fun to this group; while hell to others.

Research by the Australian Centre for Coaching in Organisations provides some insight. The Centre found that while executive coaching was valued by all the participants in a leadership development programme, what made the programme effective was a systemic approach that evolved with the context within which it was designed and conducted.

Dave Snowden and Mary Boone<sup>4</sup> have developed a decision-making model that provides insight into how a coaching methodology or mindset could help leaders to stay on the bright side of life. Their model proposes that different problem situations require different approaches. Complex problems require a perspective that views the situations as an adaptive system with characteristics such as interrelatedness, non-linearity, phase-shifts, and emergence. Leaders are advised to 'probe' as a first response, which then provides opportunities to influence the system using appropriate forms of analysis and problem solving. If VUCA is happening – and we believe it is – then more and more problem situations are going to be complex. Therefore, leaders who are probing/ exploring – taking a coaching approach – are more likely to be successful on a range of measures across personal and professional domains.

The shift in thinking towards a coaching leadership style involves moving from an individual, competitive mindset to a collective, collaborative one. Probing, exploring and creating in unstable organisational systems is a lonely and dangerous business on one's own. In these complex systems energy is generated as rich conversations across silos, engaging both the heart and the head.

Let's go back to see where Goleman and emotional intelligence fits in. The role of leaders

is to probe and encourage others to probe, yet organisations and the people in them are under great pressure and stress in VUCA. With stress comes a variety of fight, flight or freeze responses. Leaders therefore need emotional intelligence to hold conversations that will influence the system; coaching is the approach that promotes this. There is one more feature of a successful coaching methodology that helps us understand the VUCA-Leadership-Coaching nexus. A true coaching approach requires an exploration of values with the person being coached. Without a values base – implicit or explicit – the most clever and pleasant coaching process will fall over in the face of VUCA turbulence. For leaders, the one thing that can be constant regardless of the context is a set of deeply-held values. The behaviours consistent with those values may vary, but the values must hold firm (whilst reflecting lifespan growth). Then leaders will be taken seriously as they help people explore what is possible for them, their teams, their organisations and society.

David Peterson, Director of Executive Coaching and Leadership at Google, recently extolled the need for executives to have VUCA experiences – to be put in situations that are uncomfortable and challenging and require engagement with new kinds of problems<sup>5</sup>. A coaching methodology encompasses just such encouragement to explore the unknown. This suggests that perhaps it is time to embed a leadership narrative where *exploration of the possible* becomes dominant, and values are explicitly discussed. The critical difference is that curiosity and exploration would be seen as the leadership default rather than options to call on when things are not quite so hectic. The VUCA-isation of business and the world would suggest that waiting for calm waters might not be a healthy strategy.

The challenge for our own and other business schools is to provide more guidance for dealing with a VUCA world, with particular emphasis on the role of coaching and guidance for leaders in the coaching methodology. At QUT our hope is for our programmes to be consistent with the view expressed by the late writer, poet and civil rights activist Maya Angelou: 'My mission in life is *not* merely to *survive*, but to *thrive*; and to do so with some passion, some compassion, some humour, and some style.'





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- <sup>1</sup> Goleman, D. (2000). 'Leadership that Gets Results'. *Harvard Business Review*. March
- <sup>2</sup> Lombardo, R.W., Eichinger, M.M. (2000). *The Leadership Machine* (3rd Edition). Lominger Ltd. In their survey of successful managers, they found that 70% of learning came from undertaking tough jobs; 20% from colleagues – especially the manager's own boss; and 10% from traditional learning methods such as reading and training courses.
- <sup>3</sup> Queensland Graduate School of Business, QUT, Brisbane, Australia.
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- <sup>5</sup> Peterson, D. (2015). 'Coaching Leaders in Turbulent Times'. Conference Presentation. Harvard Medical School, Boston.



## ABOUT THE AUTHOR

Geoff is Director of Executive and Organisational Coaching in the QUT Graduate School of Business, where he manages, facilitates and coaches on several coaching and leadership programmes. Geoff has particular expertise in global executive coaching as a practitioner, trainer, researcher and author. He spent three years coaching with multinational companies and conducting research in Central America. Geoff was formerly a corporate planner with the Special Broadcasting Service. He is co-editor of the *Routledge Companion to International Business Coaching* (Moral and Abbott, 2011).

# MOTIVATING MILLENNIALS IN THE DIGITAL INDUSTRY

**DISRUPTIVE TECHNOLOGIES TAKE US TO THE EDGE OF OUR COMFORT ZONE AND CAN CAUSE GREAT INNOVATIONS TO HAPPEN. BUT MICHAELA LINDINGER BELIEVES THE NUMBER ONE FACTOR FOR ORGANISATIONS' FUTURE SUCCESS WILL BE THE ABILITY OF THEIR MOST TALENTED MILLENNIALS TO REMAIN HEALTHY AND MOTIVATED**

Have you noticed the disruption that is in the air – or should we say 'in the cloud'? There is currently a digital transformation taking place, and we are driving at 300 miles per hour towards a world of connected everything. Shared. Me. Digital. Disruptive. Real-time. Big. The lines between business and private life are blurred. And all this has an impact on those in leadership positions, on young professionals, on you and me, and also on rising stars.

The digital industry is now having to deal with many different dynamics, whilst allowing change to happen. When Columbus started his voyage he didn't know what he would find – he planned to find India but discovered America. Preparing an organisation for the economic challenges of the 21st century requires the Columbus spirit: it is less about control, more about unfolding;

less about guidelines, more about serving leaders; less about subordination, more about participation; less about 'work-to-rule', more about going beyond oneself; less about planning everything, more about discovering step by step.

In many conversations I have had with leaders across countries, it has become clear that technology is essential for mastering this digital disruptive shift. But it has also become clear that it will not be technology alone that causes great innovations to happen. The number one factor for companies to achieve great breakthrough is the ability of their talented Millennials. It is the performance of healthy, motivated individuals who make the difference to a company's future success or failure, today more than ever before.





So what is being done to motivate, engage and inspire these highly sought-after individuals, to encourage them to reach higher levels of performance and remain healthy and balanced in today's digital spider's web?

#### WHAT MOTIVATES MILLENNIALS?

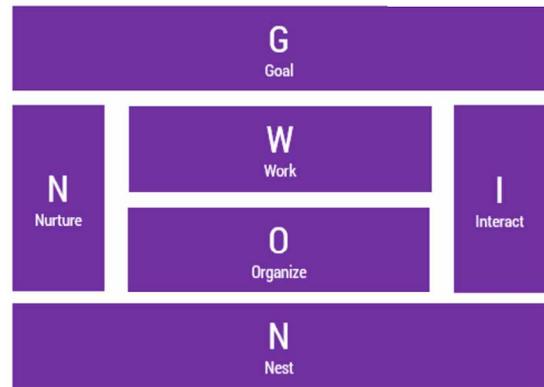
In the attempt to find a helpful answer, I completed an international study at the University of East London in 2014 to understand what drives individuals, especially Millennials (born after 1980) and how they can be motivated in their early adulthood to increase their performance and improve their well-being. A cross-sectional survey was conducted looking at three key variables of happiness, mindfulness and internal / autonomous motivation, using the KIMS (Kentucky Inventory of Mindfulness Skills), the BPNS (Basic Psychological Needs Survey) and the OHI (Oxford Happiness Index). With the help of correlation and linear regression analysis, I cross-referenced the results with achievements of early adulthood such as starting a family., The results showed that levels of happiness and well-being are strongly influenced by the Millennials' internal motivation and their level of mindfulness. Numerous models have touched on the topic of achieving high performance from different angles. And about as many list what's needed for a healthy, satisfying life. There is also a plethora of books explaining the rising talents of Millennials /Generation Y and the challenges presented by the new digital industry. However, not many of these documents or models have brought all those essential elements together or provided an answer on how to help and coach those individuals to achieve the desired outcomes.

The coaching approach that was developed, NOWING, aims to develop more clarity, productivity, motivation and presence as well as lower stress levels in clients. Subsequently an individual's mental balance, well-being and overall health can improve. At the heart of this approach is the understanding that everything we do is not about yesterday nor about tomorrow, but about today, about here and now; this refers to the importance of mindfulness as uncovered in my 2014 study. While important, however, mastering mindfulness doesn't solve all the challenges of the digital era.

#### THE NOWING APPROACH

There is a set of six core elements making up the term NOWING®, which are covered over the course of a coaching engagement:

## NOWING®



**NEST** – this element is about getting the fundamentals right: your safe space, your social backbone, your physical environment, your practices and rituals, your drive for connection and creative expression.

**ORGANIZE** – this element covers the path to clarity by getting your priorities straight, solving distraction by focusing your attention better, and mastering disorganisation by doing the important things first.

**WORK** – this element focuses on achieving a state of flow with the right mix of challenges and skills needed to perform at a high level in the digital industry, proactively taking bold decisions and living true to yourself.

**INTERACT** – this element is about how you collaborate, work and influence others to achieve your desired dream state in a way that serves the creation of innovative ideas.

**NURTURE** – this element covers how we should treat and feed our body and our brain and runs along the four dimensions of motion, food, presence and cognition.

**GOAL** – this element helps you to gain clarity, re-focusing on your life's purpose and your true passion in order to think big, bold and without much fear.

Working with my clients shows that when we address all six elements, their transformation journey to increased performance and improved health becomes a well-rounded experience. Many of these sessions are arranged online, and delivered virtually via phone or video, which reinforces the relevance of operating in a digital world.

#### MOVING TO A HOLISTIC APPROACH TO LEADERSHIP DEVELOPMENT

Whilst we can recognise that it is useful





to address a broad range of aspects of a coachee's work and life, it can require extra efforts to convince the buyer of coaching services within a large organisation that there is value in investing in such a holistic journey towards higher performance and improved health. Business owners and HR specialists are not yet sufficiently aware that winning the notorious 'war for talent' must include a much broader scope in order to help, support and develop talented Millennials. In the past, some leadership development programmes have only focused to a small degree on personal development. But it does seem that Millennials now require more from their future employers to keep them engaged, motivated and happy to perform.



#### ABOUT THE AUTHOR

Michaela Lindinger is the founder of *brain in spa*, the first platform for innovative performance and health in the digital industry. With NOWING® she is re-inventing how young professionals around the world can enjoy a charged life with formats that fit a digital lifestyle. Michaela is a lecturing professor at the University of Applied Sciences, Austria; a member of the FORBES® Coaches Council; and a member of the International Society for Coaching Psychology. She holds an international business Master's degree from the University of Applied Sciences, Steyr, and a Master's degree in Coaching Psychology from the University of East London.

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## NEUROSCIENCE: A COACHING GUIDE

**AMY BRANN** DRAWS TOGETHER NEUROSCIENCE RESEARCH TO INFORM AND SUPPORT COACHING PRACTICE – AND EXPLAIN HOW AND WHY IT WORKS.

From the perspective of coaches, neuroscience is the field that can inform you of important things about the brain. There are some characteristics that are key to the ways that you work with clients and that also underpin those methods you are already familiar with. Neuroscience can explain why and how coaching works and can enlighten coaches as to what to pay particular attention to. There is a huge number of opportunities within a normal coaching engagement to use neuroscience to guide us, and here are some that can further inform your work.

#### FIRST IMPRESSIONS

Dale Carnegie had a point when he wrote 'Become genuinely interested in other people'<sup>1</sup>, and there are a lot of factors that an individual may value when they are selecting a coach. Two areas that neuroscience highlights are being

trustworthy and being fair, and there are some great studies by Lieberman<sup>2</sup> around this topic.

Oxytocin is the neuromodulator that is very important in stimulating positive social interactions. Coaching is technically a social interaction, therefore coaches can benefit from understanding what oxytocin is, how it gets released, and how it can affect day to day behaviour.

If your client comes to you and they are stressed out, their head is buzzing with lots of thoughts, they are showing signs of anxiety and struggling to order their thoughts, then you have an opportunity. Connecting with them, and helping them to connect to things that might raise their levels of oxytocin, might be helpful activities that you could provide as a coach.





## GOAL SETTING

Goal setting is fascinating because from a logical perspective, if we say something is important to us and we want to achieve it, then it would make sense for us to go ahead with the actions that could lead to the achievement of it. But we know from experience it is not that easy. So by coaches becoming more aware of the science behind goals they can support their clients more effectively, from the choosing and setting of goals to how to make it more likely they will achieve their next ones.

## HABITUAL BEHAVIOUR

American researchers Neal, Wood and Quinn found that up to 45% of our behaviours are performed in the same location daily. We know from experience that by acting habitually we free our conscious mind up to focus on other things.

My colleague from the Wales Centre for Behaviour Change, Paul Carter, gives a fascinating insight into habits: Ouellete and Wood (1998)<sup>3</sup> combine these factors to define habits as 'tendencies to repeat responses given a stable supporting event.' By repeating these responses in a certain setting, the cognitive processing that controls them becomes automatic and can be performed with minimal attention and simultaneously with other actions. From a dual processing perspective then, it would seem that habit formation involves a transition from the explicit cognitive processing of information to a more automatic and implicit system i.e. from cool to hot.

'There is neurological evidence to support this assertion. There is a hot network that is associated with a set of "inner" brain structures called the basal ganglia, and the cold network with "outer" brain structures, particularly the prefrontal cortex. Yin and Knowlton (2006)<sup>4</sup> found that the basal ganglia appear to be involved in habit formation. Tricomi and others (2009)<sup>5</sup> found that training a habitual response leads to an increase in brain activity in an area of the basal ganglia called the putamen. Researchers Everitt and Robbins (2005)<sup>6</sup> found that recreational drug users demonstrate neural shifts in control from prefrontal cortical to striatal areas (part of the basal ganglia) as they transition from voluntary to compulsive drug use. Habits, it seems, take their hold through the formation of neural pathways in the hot network.'<sup>7</sup>

From this research you can see there is a lot to creating habits, and they are such powerful things, it is worth investing in a deep understanding of them.

## REWARDS, AND HOW YOU CAN HELP YOUR CLIENTS WITH DOPAMINE.

It became popular in coach training to set up 'rewards' for the accomplishment of a goal. This *can* be a great strategy, as an extrinsic reward for a series of behaviours could help a person to achieve that goal. However, the brain itself 'rewards us' on a regular basis.

We can become conditioned into behaviours without any conscious consideration. For example, our client may only realise that they have been doing their emails first thing in the morning for the last five years when you start looking at their productivity. If they wanted to get more quality work done quicker and more gracefully it is quite possible this would happen if they capitalised on the time of day when their brain is freshest. Knowing that ticking off small tasks, like doing emails (especially when you can see the number reducing and them disappearing from your inbox – it is almost gamification principles at play) could be giving them a dopamine hit, is useful. They are likely to enjoy the feeling and miss it if they are to change their behaviour.

Behaviours can be internally rewarded. We can experience highs of neurochemicals such as dopamine or serotonin. Subsequently these behaviours become more likely to be repeated, and habits start to be formed. With any behaviour change, being aware of things like this enables you to give due consideration to what could replace the 'reward' they are getting from the current behaviour.

Neuroscience can offer a lot to the coaching world. We are now seeing coaches:

- Teach their client relevant pieces of neuroscience
- Use neuroscience to inform their questioning
- Challenge clients in particular areas of their behaviours
- Readdress their priorities in coaching
- Change their sales process based on what they have learnt

The story will continue to unfold, and we look forward to seeing how coaches are strengthening their field through understanding and developing these practices.

**CONTINUED ON PAGE 11**



# WORDS CREATE WORLDS

**WORDS CREATE WORLDS SUE STOCKDALE INTERVIEWS JUDITH E. GLASER TO FIND OUT HOW CONVERSATIONAL INTELLIGENCE® CAN HELP LEADERS ENHANCE RELATIONSHIPS AND CHANGE THEIR ORGANISATIONAL CULTURE.**

'Words create worlds,' says Judith E. Glaser, CEO of Benchmark Communications, Inc. and author of *Conversational Intelligence*. Early life experiences, combined with a career as an Organisational Anthropologist and Consultant to Fortune 500 companies have led Glaser to develop her latest area of work - Conversational Intelligence.

As a child, Glaser was aware that some conversations lifted her up, while others left her feeling discouraged. This personal experience aroused her curiosity: what made the difference? Neuroscience has played a key role in her research, and using fMRI scanning, some of her findings show that how we assess the capacity for effective conversations begins with facial expressions.

'It takes 0.07 seconds for our brain to work out if another person is listening to connect, or to judge and that's before they have even spoken,' says Glaser. If it's to judge, the speaker's amygdala (situated in the 'primitive' brain) is activated, causing the 'fight-flight-freeze' reaction. As a result the individual's brain closes down and they are less likely to be open or share their thoughts. Conversely, if the listener's facial expression is open and trusting, the speaker's pre-frontal cortex (the area responsible for higher-level cognitive functions) is stimulated and trust can be developed.

## LEVELS OF CONVERSATIONAL INTELLIGENCE

Glaser is keen to help coaches learn how to use the power of conversation to transform their clients' organisations and culture. She says, 'Leaders need to learn how to develop Conversational Intelligence (CI) because they often confuse monologues with conversations.

If coaches can help leaders become more self-aware that is of great value.' Typically there are three levels of conversational intelligence that create the capacity to take relationships to a deeper level:

### LEVEL I - TRANSACTIONAL (ASK & TELL)

Listening to confirm what we already know.

### LEVEL II - POSITIONAL (ADVOCATE & INQUIRE)

Defending our point of view or persuading others.

### LEVEL III - TRANSFORMATIONAL (SHARE & DISCOVER)

Where we discover what we don't know; we are willing to be influenced, and are likely to ask questions for which we have no answer.

It is the Level III type of conversation that Glaser believes encourages co-creation because both parties move into new areas of thinking or develop innovative ideas, listen to connect and put ego aside for what can be discovered together. However, an individual's readiness for connection as well as the environment they operate in, can influence their effectiveness.

Glaser offers Gary Rogers, from Dreyer's Grand Ice Cream, as a role model in demonstrating Conversational Intelligence. 'He would walk into a room with team members who were a couple of levels lower than him, and in order to establish the right kind of contact with them he would take off his jacket, loosen his tie; and he made sure that the tables they sat at were circular, not rectangular.'

'As humans we are similar to animals: you see dogs marking their territory, well it's the same instinct for humans. We can't erase what our brain is doing, because it is hard-wired, but we can learn to create the environment that





Judith with Fran Tarkenton



mitigates against the unexpected consequences of activating other people's positional power instincts.'

Glaser continues 'Coaches and leaders need to help people understand that if you want to have a really good conversation, you need to take away internal barriers and threats, and learn how to artistically architect the environment to achieve the kind of results you want. If your intention is good, you have got to create the right setting.'

#### MAPPING ANOTHER PERSON'S REALITY

Another characteristic that Glaser suggests we pay attention to is how we interpret the words used in a conversation. 'When two people are experiencing the same physical reality,' she says, 'they are interpreting it through the words used in the conversation.'

Inside each of us, there are maps of what words mean and we carry those maps with us. Every time you hear a word e.g. *mother*, what comes up in your brain are all the mothers that you have known, which you have synthesised into what *mother* means for you. If you grew up in a home where your mother was extremely caring, that's the mother you will think of; so this impacts on the rest of the conversation.'

To guard against these assumptions Glaser calls for leaders and coaches to '*double click*'. This concept is based on *not* assuming that you know what the other person is thinking. 'When you ask a question, the answer is often surprising. So learning new things is very addictive because the brain reads surprise as a reward, which reinforces the dopamine circuitry (the feel-good chemical). That's the simplicity of this work,' says Glaser. 'When leaders, who were prone to

just tell, are surprised by doing something new, the dopamine reward will start to change their behaviour.'

At Level II and III of CI, the purpose of listening is to connect with what the other person is thinking. This means we need to slow down and be willing to listen for longer than usual without judgement, to intentionally listen to connect, in order to get to a deeper level. When you hear others say 'Ooh, that's what you meant, I had it all wrong,' then you know they have got it.

#### MOVING FROM 'I' TO 'WE'

Glaser is also encouraging leaders to move from an 'I' to 'WE' perspective. She observes that people can get caught in the limbic brain, where positional conversations lead towards win-lose. But when they learn how to create a space that is much bigger, they can connect to new ideas as opposed to defending and confirming what they already know.

Glaser believes that we need to become more 'WE'-centric in coaching also. For example, says Glaser, 'Most of the existing psychometric assessments and tools are 'I'-Centric – they help you understand yourself. But if we had assessments that helped us understand the 'WE space', it would enable us to put our energies together in new ways to more fully utilise what our brain was set up to do for us.'

Glaser would like to see coaches becoming deeper, more patient observers of the nuances of the things that they see in their clients' world, and then take time to stop and explore these with their clients. 'During my training many years ago,' she recalls, 'I had a professor who for six months





asked me to observe and write down what I saw; then he would respond to what I wrote. I could not believe how many judgements I had, in what I thought was just observation. I would love there to be a revolution in the coaching world where people slow down and capture what they are seeing; to allow their instinctive sensitivities to another human being to bubble up, and not be so trapped in the neo-cortex: the area of what we already know. We need to be able to hold the space; otherwise we just let these observations breeze by. I want us to know what these things are.'

She concludes 'Coaches need to be non-judging of their clients, as well as of themselves. We need to harvest vital instincts, and to harvest these together with our clients to enable us to become more human, tap into higher levels of creativity and innovation and make the world a better place.'

#### ABOUT JUDITH E GLASER

Judith E. Glaser is CEO of Benchmark Communications, Inc., Chairman of The CreatingWE Institute, and an Organisational Anthropologist. She is one of the most pioneering and innovative change agents, consultants and executive coaches to Fortune 500 Companies; the world's leading authority on Conversational Intelligence®, WE-centric Leadership, and Neuro-Innovation; and is a best-selling author of seven business books including her newest best-seller - *Conversational Intelligence: How Great Leaders Build Trust and Get Extraordinary Results* (Bibliomotion, Inc. 2014).



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#### ABOUT THE AUTHOR

Sue Stockdale is an accredited executive coach and coaching supervisor. Her clients include leaders in business, elite sport and not-for-profit organisations. She was the first British woman to ski to the Magnetic North Pole and has represented Scotland in track and field athletics. Sue has written and co-authored eight books including *Cope with Change at Work*, (Teach Yourself Books 2012); *The Personality Workbook* (Teach Yourself Books 2013); and *Risk: All that Matters* (Hodder & Stoughton 2015). Sue is deputy editor of *Global Coaching Perspectives*.

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Amy Brann authored this paper with case studies from the N4C Club® who are all graduates of the Neuroscience for Coaches programme. The N4C Club® members are referenced because without them this paper would not be here. Amy has written *Neuroscience for Coaches* (Kogan Page, 2014) and *Make Your Brain Work* (Kogan Page, 2013) specifically for coaches to access more of this fascinating science. <http://www.synapticpotential.com/NS4C>



# COACHING BEHIND BARS & BEYOND

AFTER YEARS ADDRESSING CRIME, MENTAL HEALTH AND POVERTY, **CLARE MCGREGOR** REALISED THE TRUE POTENTIAL FOR SUSTAINABLE CHANGE LIES IN HELPING PEOPLE FIND THEIR OWN SOLUTIONS.

## THE POTENTIAL WITHIN

If you think you have no options and no hope in life, then why bother with anything at all? People near rock bottom often lack belief in their power to change anything, yet have the most potential to benefit from coaching. Over 30 brave and generous-hearted coaches have given their time and experience to the charity Coaching Inside and Out (CIAO) since 2010. We started in Styal prison near Manchester airport, where six women killed themselves in one year, and have now helped over 500 men, women and children both in prison and in the community, who have committed crimes or are at risk of doing so. We've discovered there is more potential than we ever imagined in the toughest of circumstances where you might think people lacked both the resources and the will to change their own lives.

## THIS IS YOUR LIFE

CIAO is entirely client-led and we work as equals without dwelling on or judging the past. We don't ask about people's crimes, just as we don't ask about corporate clients' misdemeanours. It is not a soft option but we challenge people for their own benefit, not the benefit of 'the system', which makes a vital difference and we often hear: 'I've never told anyone this.'

Any one of us could so easily be in prison ourselves if circumstances played out differently at any point. As our very first male client in the community said, 'People do things because of the hand they were dealt: who they're around, who they mix with and how they were brought up. Now I'm putting my cards back in the pack and giving them a good shuffle.'

Coaching allows someone to step back, consider their whole life and get to the heart of their problems, beliefs and hopes so that they can make the most of their lives, for all our sakes.

## IN SIX HOURS OR LESS

Within just six hours of one-to-one work a trusted CIAO coach can unlock ideas from people who are often just told what to do. As a female client said, 'Prison makes you think a lot, but I didn't know how to think before – I wouldn't have got anywhere without the life coaching... I didn't understand myself.' Clients whose guilt and life history made them feel worthless and who'd never dared hope for anything better have taken responsibility, come off drugs, got fit, got jobs, started their own businesses and looked for ways to give and help, as well as reduced the harm they do to themselves and others.

## IT COULD BE YOU

CIAO took coaching to the extreme working behind bars with people who've committed the most terrible of crimes. It makes you realise just what you, your clients and coaching are capable of when you stretch yourself to your limits. Whilst at least one coach in the team needs to know enough to make the initial connections and set up the service, thereafter not being an expert in the client area makes coaching easier, since you couldn't give good advice even if you tried. We don't know anyone else's life (as coaching my husband taught me) and not needing to be an 'expert' means being available to coach almost anyone anywhere. In spite of the huge challenges of gates, keys and 'threats to kill', the benefit to coaches working in prisons in



terms of personal and professional growth is extraordinary. Some coaches choose to coach alone but being part of a team means sharing the mistakes and frustrations as well as the successes.

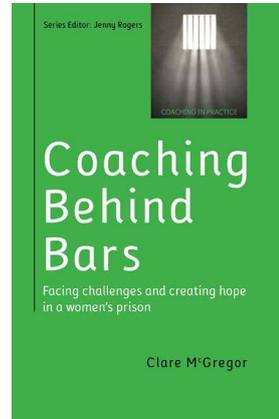
### PEOPLE POWER

Many coaches approach us with a real appetite for pushing themselves and their clients. CIAO wants to support and encourage other organisations and individuals to work at the extremes whilst learning from the ever-increasing network of coaches already doing so. Our fellow charity in London, Spark Inside coaches young people too (see Issue 2, July 2014 of this magazine),; and other organisations overseas are far advanced as well.

CIAO expanded into the community in 2013 and into a male prison in 2015. Commissioners have also renewed contracts for Stronger Families (aka Troubled Families), as coaching is particularly useful for those with extremely complex lives in whom society has given up hope and who've given up hope themselves.

There are far more possibilities though. We held an event to encourage people with an interest in criminal and social justice to explore where else we might use coaching to tap into the potential of people to change their own lives for the better, not just within the criminal justice system. This article

is the next step in that exploration of how we can tackle the world's toughest problems. If you're one of the curious or if you're already doing extreme coaching, we'd love to hear what you're up to and your dreams of great things to come.



### ABOUT THE AUTHOR

Clare McGregor spent 20 years working with people at street level before co-founding the charity Coaching Inside and Out (CIAO) in 2010 [coachinginsideandout.org.uk](http://coachinginsideandout.org.uk). She shares their fabulous clients' stories and her many mistakes in *Coaching Behind Bars: Facing challenges and creating hope in a women's prison* (OUP/McGraw Hill 2015). In 2016 she'll take the message of hope further by trying stand-up comedy. She's always happy to share ideas and be distracted so do tweet

[@Clare\\_McGregor](https://twitter.com/Clare_McGregor) or email [clare@claremcgregor.co.uk](mailto:clare@claremcgregor.co.uk).

## COACHES NEED TEACHERS

**JOSEPHINE SCHOOLKATE** RECOUNTS HER PERSONAL JOURNEY TO BECOMING A COACH, ACROSS CONTINENTS AND OVER TIME.

I have always been driven by my imagination, so central to the development of my coaching identity has been the creation of a fictional painting with the faces and stories of those who have inspired my journey. My painting is not yet finished, neither are my dreams. I encourage my executive clients to reflect on whose shoulders they stand and how their personal 'picture book' can provide confidence for them in times of uncertainty; also, as leaders, how their stories can bring hope and colour to the lives of others. Here is the personal story of my search for a coaching identity.

It was a frosty morning in Switzerland, snow covering the windows of the bathroom. 'Congratulations Josephine,' the mirrored image said to me. 'You've just completed your first year

as an executive coach.' 'How many times have I congratulated others on their transitions?' I thought. 'And is that face really the "new me" or someone else smiling?'

However, as I gazed at my reflection that early morning, I knew something had changed.

During my six years at IMD business school in Lausanne, I was very fortunate to have had the opportunity to study with talented faculty, many of whom are considered masters in global leadership development. It helped me to prepare for the journey ahead and to understand what great educators and coaches do differently. I recall my first day on campus, being introduced to the bible for all educators, *Mastering Executive Education*, written by IMD





when executive education years ago ruled the world. It stated that context, content and emotion were key ingredients for high-impact learning. However, by observing the faculty in the classroom, I learnt something more essential: the person is not separate from the content, it is ONE. I observed their consistency in talk and behaviour, and became obsessed with their unbeatable optimism. It seemed to me that everything these masters were doing was orchestrated by some magic compass.

Brushing my teeth, I continued to reflect on my first year as a leadership consultant. I wondered why corporate executives were not evaluated in the same way as facilitators, coaches and educators. I recalled receiving my first evaluation for delivering a two-day workshop, with a level of detail I had never received in my fifteen years as a corporate executive. In both roles I was centre stage, but these evaluations showed me how much I have relinquished the power of the executive in exchange for a more reflective approach. During my transition from big corporate to business academia, I realised I could only be first among equals in the classroom, and that it was my job to energise, challenge and create the conditions for exploration and deep dialogue. I made a pledge to myself to see beyond the surface of 'how best to increase the happiness score,' and that I would never allow my emerging identity to feast on the fear behind these smiling faces.

#### THE CYCLE OF ATTACHMENT

I splash some icy water on my face and my body shivers. The cold water releases memories of grief and loneliness. It was often in the months of darkness that I moved countries, departing from cosy places with familiar faces and arriving into cold and empty apartments in unknown cities. It was winter when my parents died. In 2007, I was introduced to the cycle of attachment – bonding – separation - grief - through Dr. George Kohlrieser, a hostage negotiator and Professor of Leadership and Organisational Behaviour at IMD, and director of the High Performance Leadership programme. (See the lead story in Global Coaching Perspectives April 2015.)

Moving around the world means being able to say goodbye to the past in order to say hello to the future, and grief is part of letting go. By understanding my own emotional dynamics in this process, I have learned over time not to get stuck in grief but to accept the waves of pain, knowing that my joy for life and imagination will always lead the way. Many of my fellow coaches on the programme share and practise this belief

system that melts the snow on a winter heart. By thus empowering myself in my own inner emotional game, I have learned to set myself free and to be the entrepreneur of my life. And in my coaching conversations I often use George's metaphor 'to live a hostage-free life' when coachees are stuck in emotions that withhold their potential.

In my search for a coaching identity, I came across *The Artist's Way* by Julia Cameron. According to Cameron, artists have a willingness to become a beginner once more and routinely practise seeing clearly and moving towards a creative goal that shimmers in the distance. Art is an act of faith, and so in a similar way, I embraced my coaching journey as an innovative way of developing my potential.

#### THE IMPORTANCE OF MENTORS

Throughout my career, many mentors have not only enriched my stories but also encouraged me to explore new journeys. I'll never forget my first boss in Strasbourg. He hired me as a fresh engineering graduate who barely spoke a word of French and supported my induction into the highly competitive automotive industry. Or my dear coaching friend on the IMD High Performance Leadership programme who saw the potential in me long before I did. I cherish the memories of my 'mates' from the Graduate School of Business, Queensland University of Technology in Australia, who invited me into their world of 'serious coaching play and system thinking' and gave me skills, hope and confidence to adopt my new social identity. And currently I practise my diving skills to new depths by rapidly inhaling the research of Dr. Michael Watkins on Leadership Transitions. What serendipity that Michael gave me a chance to set up Genesis Advisers Europe, a boutique leadership consultancy aspiring to 'Accelerate Everyone.' Transitioning is indeed an act of faith for me. I know I cannot go back, so I had better adapt to the new mental models needed to survive. This survival mechanism propelled me through multiple corporate transitions, living in six countries, and helped me to reinvent myself three times during my career journey.

Mentors, masters and coaches are often time-bound, and connected to a place and period in life. The memories uploaded in the mind store a sensation in the body for ever, leaving a timeless and enduring imprint of the master in you. As the years passed, I gratefully integrated new and fresh images in my labyrinth of senses until I started to realise how much energy and drive I received from my imaginative picture: it was





my guide in my journey as emerging coach. Whether leading or coaching (or both), having your moral compass for compassion, courage and achievement framed into a cherished and beautiful picture is available to us all.

In my native country, the Netherlands, I am inspired by the glory of Rembrandt's paintings. The light of the Master's genius shines through his portraits and leaves no soul untouched. Without adding weight to my baggage, my own Master travels with me on my business trips, and without making any sound, I hear its voice in the classroom. And whilst smiling to my mirrored image, I embrace fully the colour it brings to my life.



#### ABOUT THE AUTHOR

Josephine Schoolkate has fifteen years of business experience in programme leadership with global diversified technology leader Johnson Controls Inc. (JCI) and six years' partner and leadership development experience at leading business school IMD Switzerland. In January 2015, she returned from Australia after a two-year assignment at the Graduate School of Business at the Queensland University of Technology. She is currently managing director of Genesis Advisers Europe, a leading provider of on-boarding and transition acceleration services.

## BAREFOOT LEADERSHIP FOR SOCIETAL TRANSFORMATION

**WHAT LARGER PURPOSE EXISTS FOR THE COACHING PROFESSION BEYOND COMPETENCIES AND LABELS? AND IS THERE A LARGER PURPOSE FOR US AS COACHES?**

**RAM RAMANATHAN ASKS US TO REFLECT ON THESE KEY QUESTIONS**

At the World Business and Executive Coach Summit 2015 my son, Pranav, and I presented on the topic of coaching for societal transformation through the process of barefoot leadership. The answer to these opening questions from an audience of over 150 was unequivocally: the greater purpose to both coaching and coaches is to help others fulfill their life's purpose.

We all have a leader within us, sometimes explicit, sometimes nascent, and sometimes unconscious — but always struggling to emerge. Each of us is a barefoot leader, often unknown and unsung. Some of us grow to be recognised and lauded as leaders, not that we are any different from those who are not celebrated. The difference is of opportunity, one of time and space, and quantum probability, not of substance and essence. This leadership

energy within us empowers us, and in turn, our environment.

As coaches our *métier*, our vocation, is to empower those who come to us disempowered. Can this competence be expanded beyond individuals to groups of individuals? Can this be further promoted beyond groups to society as a whole? If so, how?

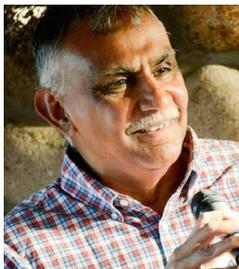
Can we apply coaching at a societal level across diverse subsets of rural and urban, young and old, men and women, the affluent and the disadvantaged? Can we empower and kindle the leadership potential in each of those we serve to optimal performance? If so, how?

At an early stage of my career I worked with young executives of multinational company in a



backward rural part of India. We worked to help the rural population and in turn we were able to grow the business substantially and profitably. By helping others we helped ourselves. This influenced my approach to coaching and coach training: At our company Coacharya, we would like to leverage the power of corporate institutions and their executives to empower the disempowered, by coaching them in leadership competencies that they in turn can use to empower those in the market places they address.

The vision we would like to promote as coaches is to develop barefoot leaders directly and through the corporate clients we work with, and in the process help these institutions to grow sustainably. We invite readers to suggest how best we can move towards this vision. Share your thoughts: [ram@coacharya.com](mailto:ram@coacharya.com).



#### ABOUT THE AUTHOR

Ram S. Ramanathan has 45 years of corporate experience, with over 25 as CEO and above. In addition to helping build a billion-dollar company, Ram headed several companies in India, Indonesia and Singapore, built several start-ups as an angel investor incubator, advised the governments of Indonesia and Singapore as well as family companies, and consulted strategically for multinationals and non-profits.

After a six-year spiritual pursuit, during which he taught yogic meditation around the world and wrote thirty books on Hindu spirituality, Ram trained to be a ICF-credentialed professional coach. Based in India, he is director of Coacharya, a coach training institute. Ram blends eastern spirituality with western psychology in the corporate environment, runs ICF-approved leadership training programmes, and coaches senior managers of over a dozen multinationals.

<http://coacharya.com/>



# LEADERSHIP: BREAKING THE GENDER TIES THAT BIND

LEADERS CAN BE CONSTRAINED BY HABITS DERIVED FROM GENDER-BASED PATTERNS OF BEHAVIOUR. **TRICIA NADDAFF** EXPLAINS HOW COACHES ARE IN A UNIQUE POSITION TO HELP LEADERS DEVELOP BEYOND THE GENDER TIES THAT BIND THEM.

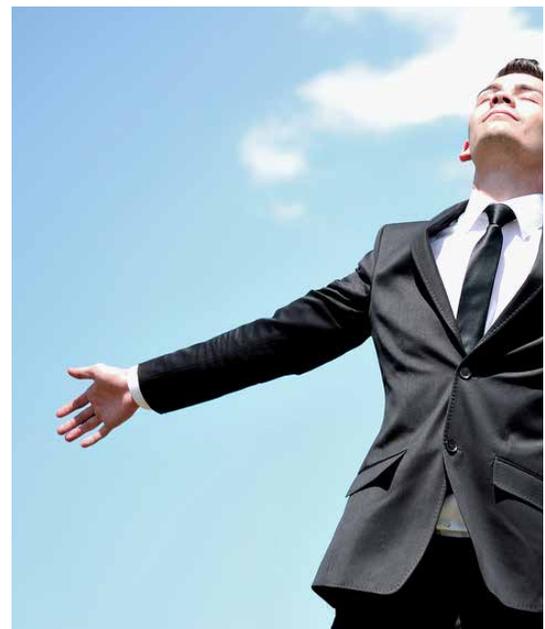
Much has been written about the ongoing efforts to create better gender balance in leadership. And while the effort tends to focus on issues related to women in leadership, organisations will be better served when both women and men are encouraged to develop more fully in their leadership roles. Because of coaching's deep approach to development, coaches are in a unique position to help leaders move beyond stereotypes and gender-based approaches to leadership by helping them broaden their skill sets, increase their effectiveness, and expand their career opportunities.

## HOW DO MEN AND WOMEN APPROACH THE LEADERSHIP ROLE?

Management Research Group (MRG) has been studying gender and leadership since 1998. In our most recent study<sup>1</sup>, in 2015, we looked at 22 leadership behaviours and 22 leadership competencies in 13,100 leaders from more than fifteen countries. We matched men and women across several demographics that also influence differences in approaches to leadership, including country, industry, management level, job function, and age. Focusing on observer perceptions (bosses, peers, and direct reports), we found gender differences in 17 of the 22 leadership behaviours.

The differences range from moderate to slight, and combine into important themes. Women place more emphasis on behaviours that support transparency and connection, including enthusiasm, feedback, communication, and empathy. Women also place more emphasis

on accountability and results, including goal attainment, leadership responsibility, and the



willingness to be forceful. Finally, women place more emphasis on execution: being organised, attending to details, and following up to ensure implementation is on track.

In contrast, men place more emphasis on thinking strategically, contemplating both conservative and innovative options, and acting independently. Male leaders are also more reserved in their emotional expression, and place more emphasis on being cooperative, asking for assistance, and delegating to others. Finally, men place more emphasis on persuading others to endorse their ideas and proposals.





This study included an additional 22 competencies, and the *ability to think effectively* is the only competency where women and men are rated equally. Women leaders receive higher ratings on 18 of 22 competencies, including various forms of interpersonal effectiveness, cognitive measures of effectiveness, credibility, and the two overarching leadership competencies: *overall effectiveness* and *future potential*.

The men in this study were rated higher in three leadership competencies: *business aptitude*, *financial understanding*, and *ability to see the big picture*.

While the competencies on which women rated higher are significant and varied, the three competencies where men rated higher are often critical determinants for promotion to higher levels of leadership, and therefore are likely contributing factors to the lower numbers of women in senior leadership positions.

These differences in behaviour and leadership competencies can be attributed to genuine differences in approach but also to observer misperceptions caused by the unconscious biases that lead all of us to interpret behaviours through the distorted lens of gender-based expectations.

Perhaps if organisations were more open to varied approaches to leadership, such gender differences would be less of an issue. However, because people in all cultures tend to have unconscious biases about how leaders should behave, and what they should look and sound like, people who do not fit these descriptions are often undervalued as leaders. Our discomfort with behaviours that run counter to our gendered expectations—men who demonstrate softer emotions, for example, and women who are forceful—can result in harsh assessments.



## WHAT MAKES A SUCCESSFUL LEADER?

MRG's research continually demonstrates that leadership success varies based on context. However, our research also shows that some approaches to leadership are relevant to a broad range of situations and are therefore worth exploring relative to gender patterns.

The behaviours that influence overall leadership effectiveness include thinking strategically, assuming leadership responsibility, communicating clearly, following through on commitments, demonstrating enthusiasm, and influencing through persuasion.

When we conduct research on high-potential leaders, we find many of the behaviours listed above remain important, in addition to a strong focus on achievement, innovation, and less deference to authority.

Finally, studies exploring potential links between employee engagement and profitability continue to make leadership strategies that build employee engagement highly desirable. And while there is still much disagreement over the precise definition of employee engagement, we do know that leaders who offer transparent communication and empathy build employee trust, commitment, and loyalty.

## HOW CAN THESE INSIGHTS HELP IN COACHING?

While every leader is unique and happily does not fit neatly into any stereotype, certain coaching themes tend to arise more frequently based on the gender of the leader being coached.

Specifically, many women leaders will benefit from coaching in one or more of the following areas:

**Delegation** — Women tend to delegate less than men, often because they believe they can do the work faster and/or more competently than those they may delegate to, and/or because they are reluctant to add to the workload of their staff. By not delegating more, women leaders keep themselves tethered to tactical work, leaving themselves less time and energy for strategy, innovation, and reflection. Coaching to support increased delegation will enable women leaders to free up time for more strategic leadership work.

**Strategic and innovative thinking, including expanding financial and market knowledge** — Women leaders do not have less motivation than





men to think or work in strategic and innovative ways. Women who are currently placing less emphasis in these areas do so largely because they feel they lack the time, space, access to information, and opportunity to practise. Coaching in this area not only helps women be better positioned for promotion to more senior roles, it often leads to women having greater influence within their organisations and greater satisfaction in their work.

**Persuasion** — Many women feel uncomfortable overtly selling their ideas, preferring more subtle methods. Helping women develop approaches to confidently convince others of the value of their ideas and proposals not only enables them to be more influential, winning more support for their recommendations, but also gives women more confidence for ever-bolder professional moves.

Many male leaders will benefit from coaching in one or more of the following areas:

**Communication and effective emotional engagement** — Men who show gender-typical patterns of leadership, including less transparency and connection with others, risk unintentionally creating a less engaged workforce. Coaching in support of clearer messaging, greater transparency, and authentic and open emotional engagement helps to build greater trust and commitment, and therefore higher levels of engagement in others.

**Following up and actively taking responsibility for the leadership role** — Most leaders need to balance their individual contributor responsibilities with their managerial and leadership responsibilities. On average, men tend to spend more time focused on their individual contributor responsibilities, often operating independently, and, when delegating, assuming that periodic check-ins and following

up are not necessary. Helping men adjust this balance more in favour of focusing on their managerial and leadership responsibilities is likely to increase their effectiveness in achieving results with and through others.

**Coaching and developing others** — As organisations become increasingly concerned about their talent pipelines, there is a corresponding increase in the need for leaders to be good coaches and developers of others. Coaching male leaders in the mind-sets and behaviours that support these efforts will not only help build more robust talent pipelines for organisations, but also build employee capabilities, loyalty, commitment, and engagement.

There are, of course, significant risks in looking at approaches to leadership based on gender. When we peer too closely through the gender lens, we can fall into the easy trap of gender stereotyping. Each leader is unique. That said, leaders often exhibit some patterns of behaviour that are shared with their gender community. While in many ways those patterns help make leaders effective, in other ways they limit leadership effectiveness. By being attuned to gender-based patterns that can limit effectiveness, coaches have the opportunity and privilege of helping to facilitate insight and growth by liberating leaders from the gender ties that bind them.

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### ABOUT THE AUTHOR

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# NEW ZEALAND: LESSONS FROM THE ALL BLACKS

**YVONNE MACLEAN** EXPLAINS THE LEADERSHIP AND COACHING LESSONS THAT NEW ZEALANDERS ARE LEARNING FROM THE ALL BLACKS

Acres of newsprint and screen time have been dedicated in New Zealand to analyses of the performance of our national rugby team, the All Blacks. The All Blacks made history in late October as the first team in the history of the Rugby World Cup to win consecutive titles. This particular squad also has an enviable track record of wins against all their major opponents in recent years.

My own reflection on what has made this All Blacks squad so exceptional has revealed that they have embraced a number of the principles we use in coaching to take their performance to another level. Whilst not wishing to prolong the myth that all New Zealanders ever talk about is rugby, analysing the All Blacks' recent performance is a fantastic development for coaching in New Zealand.

Many New Zealanders have realised that the team's culture change was the key to their success. Consequently, there is likely to be greater receptiveness to some of the concepts of coaching that people in the corporate and business arenas here have hitherto been reluctant to embrace.

In comparison with the UK and the USA in particular, coaching in New Zealand is still unfamiliar to many. Whilst our larger organisations are increasingly embracing coaching as a useful tool, the majority of our businesses are small- to medium-sized, and they have a poor understanding of coaching and its value to businesses.

Even within the large corporates, many people don't really understand coaching. There is a widespread misconception that coaching is a

remedial activity, to fix people or to address problematic performance at work. There is also a misconception that the best coaches are experts in an area of business, with 'wisdom' and knowledge to impart. Organisations establishing a coaching culture have found that the biggest hurdle to success of such initiatives is getting everyone to understand what coaching is and the role of the coachee and the coach.

What are the leadership and coaching lessons that New Zealanders are learning from the All Blacks?

The most important lesson from the All Blacks goes to the very heart of how people show up as a coach/coach-leader – their mind-set and behaviours.

## 1. HUMILITY

Great coaches are humble – they realise that *their* performance does not create someone else's success. Rather, lasting success comes when they create a safe environment *for their client to find their own answers*.

The All Blacks' head coach, Steve Hansen, has steadfastly refused to take credit alone for the team's success – he believes that belongs to the entire extended team – players, managers, coaches and support staff. He and his management team have fostered a culture of the relentless pursuit of excellence in a humble, caring and compassionate way. For him, humility and gratitude for being involved in the All Blacks franchise are key. Interviews with Steve Hansen, the team captain, Richie McCaw, and even many of the 'star' players demonstrated repeatedly how important humility is to the team and for how they each show up.





It takes humility to admit that we don't have all the answers, to listen with an open heart and take on board other people's ideas and to give credit to others where credit is due.

## 2. EMBRACING UNCERTAINTY

Hansen talks about being open to challenging boundaries and courageous enough 'to step off the cliff and jump into the unknown.' To do this, he needed the right people that he could trust to play their part. As coaches, we cannot bring out the best in our clients if we cling on to what we know and what we believe may be the answer. We must be willing to work with what our clients bring to the conversation and challenge everyone's boundaries (our client's *and* our own) to allow our clients to 'jump into the unknown'.

## 3. TRUST

How many people are willing to listen without judgement to the ideas expressed by others, particularly if we think they have come to us for advice? I find many leaders struggle with the idea of listening from a place of complete curiosity and allowing someone else (perhaps more junior and less experienced) to come up with ideas about something in which the leader believes s/he has vast experience and knowledge.

Hansen talks about creating a culture of love within the All Blacks– the love, acceptance and respect one shows to members of our family. At the heart lies trust. He believes in his players and wider team and their ability to do the best by everyone. And, when leaders trust their people, together the team can (in Hansen's words)'go to places that people can't dream of.'

This means that everyone involved with the All Blacks has learned to listen to others' ideas and value their contribution. It means respecting people. It means allowing players to make their own decisions and show their flair. This also means giving young, inexperienced team members a chance to show what they can offer knowing that they might not deliver as one might want or expect.

## 4. CREATING THE RIGHT ENVIRONMENT FOR PEOPLE TO THRIVE

Hansen sees the role of his coaches as 'facilitating an environment... that is conducive to [them] being able to play on Saturday.' For him, no-one should need to be controlled or motivated by leader or coach when they are trusted to perform and win. This was aptly demonstrated on several occasions during the tense winning final match when players made split-second decisions that had a major impact on the outcome of the game. They were in charge of their own destiny, with no one telling them what to do. They followed their instincts and worked together to beat their opponents.

## 5. AND FINALLY, DON'T TAKE YOURSELF TOO SERIOUSLY

Like his predecessor, Sir Graham Henry, Steve Hansen has won many admirers because he doesn't take himself too seriously. Whilst he is known for looking serious, he regularly showed flashes of a wicked sense of humour during press conferences. When one punter asked him what else he had up his sleeve after the French quarter final match (where the team had performed superbly), his deadpan response was typical – 'my arm' - before moving to the next question. As coaches, we can take a leaf out of his book. What could we help our clients create, if we simply lightened up?



### ABOUT THE AUTHOR

Yvonne Maclean is the principal of Strategic Direction Consulting Limited. She's a leadership development consultant, facilitator and executive coach, based in Auckland, New Zealand. She is an ICF-credentialled professional coach and a Forton Group Accredited Professional Leadership Coach. She works with organisations to develop programmes for leaders to gain insights into who they are and the impact that they have on their organisations.

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# LAUNCH OF THE AC IN TURKEY

**GÜNAY ÖZARIN** REPORTS ON THE SUCCESSFUL LAUNCH EVENT OF THE ASSOCIATION FOR COACHING IN TURKEY.



On 17th October 2015, Association for Coaching (AC) launched in Turkey with nearly 300 participants. The launch had guest speakers from the UK, including CEO and Co-Founder Katherine Tulpa and Director of Strategy, Innovation and Partnerships Darren Robson, who delivered thought-provoking speeches.



By joining the AC family, AC in Turkey has committed itself not only to developing higher standards of coaching and coaching education, but also to reforming its structure so as to improve accessibility of coaching and social inclusion countrywide.

The Turkish core team has twenty-two professional coaches who have achieved success in joining the AC Global family. Turkish translations of the AC website were done by the team's collective efforts. With their

professionalism, the Turkey team has put its own stamp on AC in Turkey.

The team action plan is the result of intense work inspired by the AC framework, which incorporates seven core values: high standards, collaborative, inclusive, responsive, members and market led, educational, and progressive.

The AC in Turkey Team has also set additional targets for themselves. The first one is to prioritise research, and the result of each piece of research will be gathered to contribute to the expansion of Turkish Government policy in coaching. The second target is reaching Generation Y. AC in Turkey's action plan includes organising seminars and events not only for Generation Y, but also for the firms they work with.

*Türkiye'de AC* (AC in Turkey) Facebook page received 1,000 likes in 10 days, which shows there is great potential in the coaching business in Turkey. Members are delighted to be part of a bigger family, and ready to support all AC Global members who may need our help in Turkey.



## ABOUT THE AUTHOR

Günay Özarin Öztürk is a teacher and approved professional coach who specialises in helping school administration officers, teachers, parents and students find their way to more success, more meaning and a far greater self-contribution in life.



# THE CHALLENGES OF SPORTS PERFORMANCE COACHING

THE COACH'S IMPACT ON PERFORMANCE CAN BE SEEN MOST PROMINENTLY IN ELITE SPORT. IN PART TWO OF HER INTERVIEW WITH **GRAHAM TAYLOR**, HEAD OF COACHING AT UK SPORT, **SUE STOCKDALE**, FINDS OUT ABOUT THE CHALLENGES FOR COACHES AND LEADERS IN THE PURSUIT OF EXCELLENCE

2016 is an important date in the sporting calendar: the summer Olympics and Paralympics will take place in Rio de Janeiro, Brazil – the opportunity for the best athletes in the world to compete for a coveted gold medal.

There are many factors that influence an athlete's ability to perform at their best, but according to Graham Taylor, Head of Coaching at UK Sport, the most important one is the coach. 'Coaching is no 1 - because even if you take away everything else, the coach will still be there beside the athlete. It used to be that an athlete had enough in themselves to achieve their ambition, but now there is not any athlete in the world that does not recognise the value of working with a coach. What a coach can do is influence the athlete in many different ways. For example, it might be encouraging the athlete not to train so much, or to identify a smarter way to train or prepare for competition.'

'If the relationship between the coach and athlete is not working well, neither will get the most of the time that they spend together,' he says. 'This means both coach and athlete have to maximise their own performance. I think that the two factors that make the difference for the coach are to recognise the value of lifelong learning, and reflective practice.'

Funding is a key factor too, says Taylor, because it enables the athlete to focus on what it takes to win. 'At UK Sport, we do a lot of competitive analysis as well as long-term horizon scanning and strategic thinking. Then by constantly reviewing the gap between where we are now, and where we want to be, we are able to keep focused on the key priorities.'

## CONFRONTING THE BRUTAL FACTS

Every athlete, coach or businessperson pursuing excellence has to be prepared to *confront the brutal facts* – a term coined by Jim Collins in his book *Good to Great* to describe the Stockdale Paradox: the dichotomy between having faith that your endeavour will succeed in the end, and at the same time being prepared to confront the facts of current reality, whatever they might be.

In order to assess current reality, UK Sport commissioned an independent review of their flagship Elite Programme for coaches. This highlighted that whilst the programme was world-class, it was not fulfilling their aim to be world-leading. 'It can be hard to hear that message,' says Taylor, 'but you have to be prepared to hear it. Timing is important to make sure you are up to it, as sometimes individuals are not prepared to address what the feedback tells you. It can also depend on how the message is delivered because it can break the trust developed between both parties. The reality is that when you focus on performance, there is a hard edge to it, and if you are not prepared to *confront the brutal facts* you are not going to beat your competition. Of course, you may be able to do so in the short term, but you may not know why you were successful. Giving and receiving feedback is therefore a key skill for a coach.'

## INNOVATION OR SIMPLIFICATION

Another way to seek a marginal improvement in performance is to innovate. However, according to Graham Taylor, there are so many technological innovations the danger is that the



latest new gimmick may not really add value. He encourages coaches to be able to filter out the 'nice to have, from the must haves' and focus only on advances in specific areas, or in sizes that are digestible.

'You can quite easily be distracted by innovations, rather than just doing the fundamentals properly every day. It can seem too simplistic or boring to do that. But if you do the ABCs well every day, then you are building on solid foundations, and the innovation only has to be the cream on the top, to put you ahead of the opposition. It is mastering the fundamentals that give you the best basis for performance on the day. In coaching terms, that can be questioning and listening and helping the client to gain greater self-awareness.'

One of the innovations that UK Sport supported in Rowing was the mathematical modelling of the factors that combine to achieve the greatest possible speed of the boat. This provided a deeper understanding of the power inputs delivered by either individual or team to propel the boat forward, as well as what was causing resistance, such as the aquatic drag, or the disharmony of the power inputs.

Taylor believes if you can break the elements down in this way, it can help you pinpoint the key areas to focus on. He had adopted a similar approach in motorsport and believes that this degree of analysis is essential because if you don't do it, it's likely that your competitors will.

For example, a simple debriefing exercise of what happened can be sufficient; this enables focus on what *actually went on* rather than the blur of what you expected to happen. Taylor is adamant that coaches need to be able to do this well. He says that in motorsport they learned how to apply this skill from the military. 'The army do this without rank,' he comments, 'and put everything on the table that they witnessed or encountered. Some sports still don't even do that. A simple process like this can improve performance. It's the ability to ask the right questions at the right time to help the athlete or businessperson analyse their performance.'

#### PARTICIPATION VERSUS PERFORMANCE

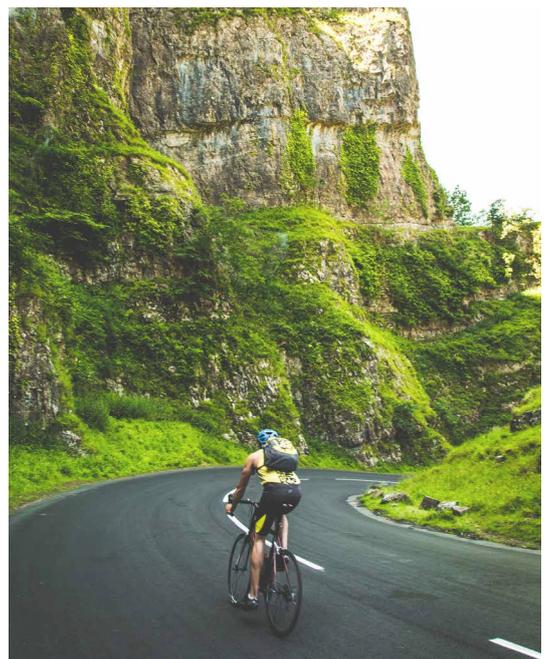
Whilst the pursuit of world-leading performances can be enticing, there can be a tension in some sports between mass participation and performance. 'If you have a sport that is participation-oriented,' says Taylor, 'they may find investment in world-class programmes at odds with their values. To resolve this is often about stakeholder management and building

effective relationships. In some sports, the Performance Director may see the potential for the sport to succeed, whilst the Executive may see the value of participation.' Taylor believes the optimum is when the sport can blend both, so that there is a wide foundation of entry points for participants but also the ultimate pursuit of performance supported by the world-class programme at UK Sport. 'The car manufacturers in Formula 1 always believed that winning on Sunday, sells cars on Monday,' he says. 'You are more likely to inspire youngsters to pick up a tennis racket or put on running shoes if you see great sports men and women on TV as role models. I came into UK Sport in 2010 and was part of the London 2012 experience, which did exactly that.'

#### THE FUTURE

The final comment from Graham Taylor is about the future potential of UK Sport to make a real difference on the sporting stage. 'We now have bigger professional sports speaking to us about what we are doing with our coaches because they want to find out how to gain that cultural advantage. This means we are starting to influence wider than Olympic and Paralympic teams, which excites me. I want it to be really difficult for our competitors to compete against us, so that whenever a sport competes under the Union flag, they are world-leading.'

The ultimate measure of the success of UK Sport's programmes will become clear in a few months' time in Rio when the athletes are in the spotlight...





# GREAT COACHES DON'T GET CHRISTMAS CARDS

**WE LOVE TO RECEIVE THEM. THE MORE THE MERRIER. CHRISTMAS CARDS, THAT IS... FROM CLIENTS... EXTOLLING OUR VIRTUES AND PROWESS AS COACHES, ACKNOWLEDGING OUR GREAT WORK AND THE IMPACT IT HAS HAD...BUT IS THIS WHAT COACHING IS ALL ABOUT? ASKS DECLAN WOODS**

This is the kind of feedback coaches dream of: 'You are challenging yet supportive; present yet relaxed; curious yet focussed on outcomes' – and now here's the evidence from our grateful clients in the form of their handwritten festive missives. We feel good. The client feels good. So far, so good.

But coaching is full of paradoxes and the tensions between them: the Hippocratic oath tells us *primum non nocere* ('first do no harm') yet clients (most of them, at least) say they want to be challenged. In the medical world, it is acknowledged that even a routine intervention or procedure carries a degree of risk with it – this is recognised and accepted. Yet in coaching, if the client (or worse, sponsor) balks then it tends to send us into a flat spin and we soften our approach. The result: coaching becomes too cosy, has insufficient impact and delivers little of value. If coaching appears to be offering limited benefit, clients become disengaged and may stop coaching. Clients vote with their feet, making it impossible for coaches to do any good (...and so fewer Christmas cards). The elephant on the couch for coaches then is that the very premise of doing no harm can actually itself be harmful.

So, if clients want neither comfortable nor confronting coaching, what do they want? The psychotherapy literature offers us some pointers (Castonguay *et al*, 2010). Clients reported they didn't want to be excluded by the process (where the therapist knows best and *does* therapy *to* the client), technical jargon or psychobabble. They do want to be listened

to, be heard and give voice to their hopes and fears (de Haan, 2011). Better not to put clients off with dis-affiliative coach behaviour. Better still not to forget the importance of Rogerian, client-centred principles in our work. Given all this, how do coaches know we are on the right track? Does anyone really know what works? Where's the evidence to back up our assertions? Evidence-based practice holds out many claims and high allure, yet can often be too much: too complex; too ambiguous; and, honestly, too tedious. McCormack and Allan (in their BMJ blog, 2015) argue the case for 'simply making the evidence simple.' This gets my vote. While there is evidence that talking cures work, there is less agreement on the so-called 'brand wars' i.e., which schools of coaching works for whom. Clients report they benefit – but by how much? Is there a placebo effect: any form of intervention delivering the same outcomes? As we can rarely be sure how an individual client will respond to a particular intervention (Fonagy, 2010), perhaps a better question is 'What works when?' In other words, which coaching approach do we use on what type of topic?

Many coaches use solution-focused (SF) techniques in their client work. Yet the 'miracle question'\* so central to de Shazer's (1977) SF approach was found to be irrelevant according to consumer research, with participants reporting actual distaste for it (Lloyd and Dallos, 2008). Cognitive behavioural therapy (CBT) or cognitive behavioural coaching (CBC) emphasises the primacy of cognition in mediating psychological disorder - it aims to alleviate distress by modifying cognitive content and





process, realigning 'faulty' thinking with reality. Yet a comprehensive review of component studies found little evidence that specific cognitive interventions significantly increase the effectiveness of the therapy. This rather challenges the contribution of thoughts in CBT. Beware 'good' science.

We rarely have a clear view of the course a client might have taken without coaching. If they show improvements and better results, might they have done so without coaching? If their performance worsens, might this have accelerated more quickly in the absence of coaching? Deciding what needs to work and what goals achieved and then examining these alone might give us a false trail of coaching effectiveness (Dimidjian and Hollon, 2010)

So, what evidence can we rely on? There is little doubt that some practitioners are better at their jobs than others – be it coaching or therapy (Huppert, 2001). Although unpalatable, perhaps we need to accept that some coaching coteries are harmful, some techniques are harmful and, dare I say it, some coaches are harmful (Berk and Parker, 2009). How do we tell, particularly since competencies – often used to gauge a coach's practice ability – are questionable and challenged (Bachkirova & Lawton Smith, 2015)?

While not perfect, we argue that coaching competencies do have their place and usefully allow specific coach behaviours and interventions to be isolated and examined in a rigorous and consistent way. When used

dynamically and fluidly, competencies can play an invaluable role in developing effective coaching practice.

Cooper and McLeod (2010) helpfully remind us there is no one best way of coaching, and argue for a pluralistic approach, drawing on multiple disciplines and ways of working with clients. And that is what we see when assessing master coaches: 'A coaching approach that draws on a broad range of models, tools and techniques, tailored to individual requirements and demonstrated in action' and 'targeted coaching interventions used with great refinement.' [http://www.associationforcoaching.com/media/uploads/ac\\_coach\\_accreditation\\_overview\\_15\\_.pdf](http://www.associationforcoaching.com/media/uploads/ac_coach_accreditation_overview_15_.pdf)

We live in an imperfect world. While we need to continue questioning the evidence, and accept that our 'taken-for-granted' models might not be quite as solid as we once hoped, there is still a need for dynamic coaching that is flexible, responsive, draws from different domains and is client-centred. And it needs to be challenging too. This level of sophistication is achievable from both evidence-based approaches and feedback on specific coaching competencies whether as part of an accreditation process or your on-going coaching supervision. Leonard Cohen tells us: 'There is a crack in everything; that is how the light gets in.' Let your coaching light shine.

Now, how many Christmas cards will you get next year?

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#### ABOUT GRAHAM TAYLOR



Graham Taylor leads the UK Sport Coaching Team, which seeks to ensure the delivery of quality coaching to athletes on UK Sport's World Class Performance Programme (WCP). He joined UK Sport in 2010 from A1GP Team Monaco, where he was Team Principal, bringing over 20 years' experience from the world of motorsport to the role. An engineer by trade, Graham was formerly Chief Race Engineer at the Arrows F1 Team and Sporting Director of the Super Aguri Formula One Team.

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Sue Stockdale has been coaching for over fifteen years and is Deputy Editor of *Global Coaching Perspectives*. She enjoys discovering what motivates people, and has interviewed many leaders and entrepreneurs including Marshall Goldsmith, Julie Meyer, Judi Sheppard Missett, Founder of Jazzercise; and Baroness Michelle Mone. Sue is the first UK woman to ski to the Magnetic North Pole and has represented Scotland in athletics. She has written eight books including *Cope with Change at Work* (Teach Yourself Books 2012); *The Personality Workbook* (Teach Yourself Books 2013); and *Risk: All that Matters* (Hodder & Stoughton 2015).

## ADVANCED COACH TRAINING

with Dr Simon Western



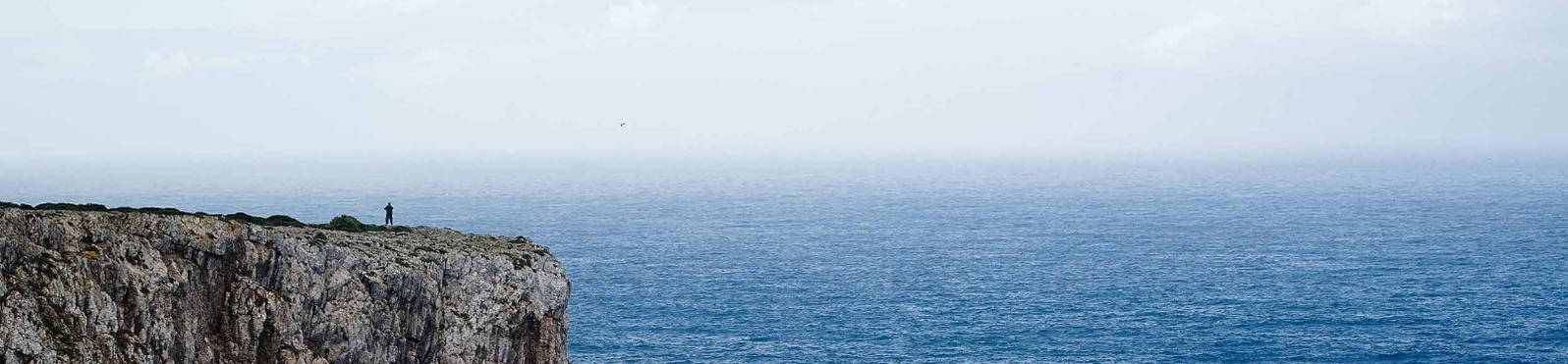
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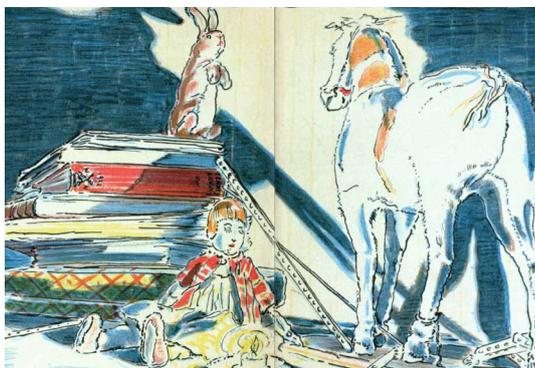


# IS FEAR-FREE POSSIBLE?

**CAN WE CREATE WORKPLACES FREE OF FEAR? DR PAUL BROWN REFLECTS ON THE BIRTH OF A NEW KIND OF ORGANISATION BASED ON MUTUALLY SUPPORTIVE RELATIONSHIPS.**

1922 is as good a starting point as any. The Great War was over and the remnants of an Edwardian England were having their last fling. Think *Downton Abbey*, series three. Brutalism, Vorticism, the Spanish Civil War and the later unrestricted bombing of civilians were going to replace Art Nouveau and Impressionism, though no-one knew it yet. Jazz and improvisation were about to move from the exotic to the mainstream. Commercial flying was being invented. The telephone had become standard household kit if not yet universally owned; as had running water, electricity and inside lavatories. It was also the year that *The Velveteen Rabbit* was published.<sup>1</sup> This is arguably the best text ever on becoming an executive coach.

Skin Horse – a toy of much previous experience - is the effective source of velveteen rabbit's transition from a rejection / redundancy crisis and collapse, to the transformational confirmation that love works miracles. Velveteen rabbit becomes not just a toy but real.



Skin Horse in in the *Velveteen Rabbit*

Jump ninety-two years. In 2014 Frédéric Laloux, adviser, coach, facilitator, ex-McKinsey, published *Reinventing Organizations*.<sup>2</sup> Originally self-published digitally, it has revolutionary

qualities now being recognised. It may even be Darwinian in its long-term impact.

What Laloux has done – which is what Darwin did - is to go out and look and find and make comparisons and draw big conclusions that have not previously been apparent. Laloux set out to look for organisations that appeared developmentally to be at what he sees as a new stage of human and organisational consciousness.

It is a stage characterised by a clear sense of purpose, really living values, the re-integrating (not balancing) of work as part of the appreciation of a whole life, and a complete reliance on regarding individuals as the self-regulating, highly responsible creatures that they can be at their best, and whose energies need releasing, not confining.

Hierarchical authority and cynicism are replaced with shared responsibility. Boundaries become fluid in the service of the strategic and operational goals of the organisation. The authority of ownership becomes widely diffused. Consensus proves to be intensely powerful even if sometimes very painful to arrive at. Toxic individuals – people who are energy black holes in any business – are eased out of the system. HR disappears almost completely, as do many central overheads. Trust is high. Enjoyment at work becomes the norm. It sounds fanciful. Yet the observational research is deep, the organisations studied by no means small, and the results financially powerful.

It so happened that a month before coming across Laloux's work<sup>3</sup> the manuscript of a book called *The Fear-Free Organization* was at last sent to its publisher.





Co-authored<sup>4</sup> with a long-time organisational psychotherapist colleague and an oil-and-gas exploration geophysicist and senior manager, previously of Shell, it makes the case that so-called 'motivational' fear in organisations – whether it is manifest or implied - is a highly inefficient way of harnessing human energy. If, as is the case, profit or any other desired organisational outcomes only arise as a result of the way human energy is variously applied, then human energy is a very precious commodity. Once stated, this becomes self-evident. Oddly, it's a fact that seems to have eluded organisational theorists almost completely. Many organisations run their motivational systems as if driving a car with one foot on the accelerator – demand for more and more performance – and the other foot hard on the brake – do everything without any risk and make sure you are completely in control. Under such conditions a car grinds to a halt or some critical part burns out. In humans it's called executive stress.

Or take the more familiar idea of motivating on a stick-and-carrot basis. The brain remembers the stick. The carrot serves only to keep the beast alive waiting for the next stick. Our aim with *The Fear-Free Organization* is to start a serious management discussion about how to maximise energy outputs in organisations in the interest both of profitability and the well-being of individuals. If, as Laloux convincingly shows, trust is the essential element in the re-design of organisations that feel like places

to which people want to attach, then resource-consuming problems like talent attraction and retention get solved as a happy consequence of organisational culture. Such a culture has humanity at its heart and a certain humble awe at the remarkable power that people have when in mutually-supportive relationships. Grounded in the purposes of the organisation they continuously re-create the organisation's capacity to deliver and grow.

Fear disappeared for Velveteen Rabbit when Skin Horse helped change the frame of reference. The Velveteen Rabbit became real. That's what coaching at its best does – changes perceptions and creates new attachment to the joy of being one's Self.



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<sup>4</sup> Brown, P.T., Kingsley, J.N & Paterson, S. (2015). *The Fear-Free Organization*. Kogan Page, London.



## ABOUT AUTHOR

Dr. Paul Brown is Faculty Professor - Organizational Neuroscience, Monarch Business School Switzerland. Living in Vietnam, he consults in Europe, America and S E Asia where he is Senior Adviser to the Vietnam Veterans of America Foundation; Hon. Chairman of the Vietnam Consulting Group; and International Director of SIRTailor. Recent co-authored books include *Neuropsychology for coaches*; *Neuroscience for Leadership: harnessing the brain gain advantage*; and *The Fear-Free Organization*; and a first novel, *River Dragon*; under the pseudonym Tyndale King.

# COACHING WITH MASTERY GLASGOW CONFERENCE

THE AC UK SYMPOSIUM COACHING WITH MASTERY WAS HELD IN GLASGOW IN OCTOBER 2015. UK CHAIR OF THE AC, **GILL SMITH** REVIEWS A THOUGHT-PROVOKING DAY



AC UK partnered with the University of Strathclyde for this event, held at the distinguished Trades Hall in Glasgow. Delegates included 98 coaches, and those living in Scotland were delighted to have such a high-quality event on their home turf.

There was a very high-powered collection of speakers for this Symposium including four professors (Jonathan Passmore, David Lane, Peter Hawkins and Stephen Palmer), together with Dr Tim Anstiss, Liz Hall (editor of *Coaching at Work*) and Katherine Tulpa, CEO of the AC.

Katherine Tulpa opened the Symposium with an overview of the AC Coaching Competency framework, how this relates to different leadership styles, and the different outlooks and needs of Generations Y and Z compared to previous generations.

Stephen Palmer delighted delegates with an entertaining and insightful session on the use of imagery. Drawing on cognitive coaching, Stephen provided a mix of scientific evidence and practical examples of why and how coaches might add an enhanced use of imagery to their coaching practice.

David Lane shared his insights on the limits of competency models to evaluate the skills of a coach. In a thought-provoking session he argued that while competency models have served us well at the novice and practitioner level, they will not do so as we move to mastery. He believes that we need to broaden the base of our thinking and draw on a broader range of ideas to address complex challenges.

Liz Hall and Tim Anstiss led parallel Masterclass

sessions after lunch. Their sessions were very different, but both advocated mindfulness and cultivating acceptance of difficult emotions, with compassion for oneself and others.

Peter Hawkins and Jonathan Passmore presented the final two sessions. Peter gave a stimulating presentation on the bigger contribution that coaching can potentially make in the world for the benefit of future generations. Jonathan also focused on the next generation in an entertaining and high-energy end to the day.

Within the overarching theme of *Coaching with Mastery*, common threads were evident across many of the presentations – particularly the need to evolve our outlook and practice so as to have a bigger impact beyond the immediate client coaching engagement.



## ABOUT THE REVIEWER

Gill Smith is UK Chair and an Honorary Life Fellow of the Association for Coaching. After an early career in advertising, Gill was a founding partner in Visionpoint strategy development consultancy. She is now a partner in The Brain@Work, making neuroscience accessible to organisations so they become more joyful and productive. Gill coaches individuals and facilitates improved performance in organisations using a blend of coaching, research and workshops.

# THE FERTILE VOID: GESTALT COACHING AT WORK BY JOHN LEARY-JOYCE

FOR COACHES KEEN TO LEARN MORE ABOUT GESTALT COACHING, **JON ECHANOVE** THINKS THIS BOOK DOES THE JOB.

As Leary-Joyce argues in *The Fertile Void*, 'the challenge is to respond to, and deal with *what* is rather than *why* it is or *what it should be*.' This statement is at the core of the capacity of leaders and organisations to adapt to the current global and changing environment. In this primarily developmental/transformational approach, behavioural change is not a goal. It emerges through exploring how we block our natural flow to engage and adapt to the environment.

While tools and techniques have an important role to play, the core of the Gestalt coaching approach is the coach being 'fully present to what matters'. By modelling this capacity to be present we support leaders to become fully aware of their immediate environment and how they interact with it. However being present is not enough. A rich dialogue requires the coach to have a Signature Presence: 'a genuine communication of who you authentically are in relation to another.' Part three of the book, 'The Gestalt Coach', offers a framework for developing that presence and the essential role that supervision plays in it.

Nowhere have I seen the value of coaching for novelty so well articulated as in this book. Helping leaders adjust to the accelerated pace of change in an increasingly global multicultural

business environment requires stepping into the unknown, into the Fertile Void. Gestalt coaching is an exercise of relinquishing control, being ready to 'stay with his or her own experience' instead of shaping it.

As a researcher on the nature of uncertainty, I was more attracted to the theoretical foundations of Gestalt coaching provided in the first part of the book, 'The Gestalt Approach to Coaching'. However, I also greatly enjoyed the second part of the book, 'Coaching in Action', which provides a rich set of tools and techniques that will help any coach regardless of their theoretical approach. For example, how to create and conduct 'experiments' in coaching, the systemic approach of the Hellinger Constellations Methodology, the Strategic & Intimate Modes of

Interaction in developing relationships or Using the Cape Cod Model for team coaching are some of the tools and techniques that I will add to my practice.

Coaching leaders in an uncertain world requires coaches willing to experience a journey to the unknown. Gestalt coaching is a door to that unknown: the Fertile Void.

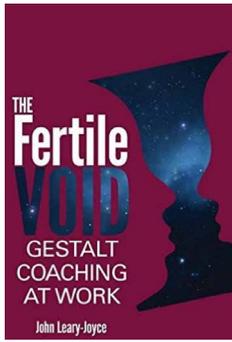



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**'IF ONLY WE COULD PULL  
OUT OUR BRAIN AND USE ONLY  
OUR EYES'**

*Pablo Picasso*

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**TITLE:** The Fertile Void: Gestalt Coaching at Work

**AUTHOR:** John Leary-Joyce

**PUBLISHER:** AOEC Press. St Albans

**DATE:** 15 December 2014

**PRICE:** £21.24 Paperback

**ISBN:** 099307720X

#### ABOUT THE REVIEWER

Jon Echanove's experience includes coaching senior leaders working in multicultural teams in banking, insurance, international trade and professional associations. He has been a pioneer bringing internationally-recognised executive coaching training into the Chinese market. Working with international organisations at management level for the last decade, Jon has developed an outstanding record in building multicultural teams and promoting cross-cultural communication and negotiation. His research focuses on the adaptation of leadership and organisations to global, multicultural, complex, uncertain environments. Jon Echanove, Founder of Positive Development Sprl

[www.linkedin.com/in/jonechanove/](http://www.linkedin.com/in/jonechanove/) coaching, research and workshops.

## RINGXIETY\*, ANYONE?

### SALLY PHILLIPS REVIEWS A MODERN ENCYCLOPAEDIA OF FEELINGS FROM AROUND THE WORLD. THE BOOK OF HUMAN EMOTIONS BY TIFFANY WATT SMITH

If you're of the view that all feelings are attributable to just six or eight universal emotions, this impressively-researched book (sponsored by the UK's Wellcome Foundation) invites you to think again.

Tiffany Watt Smith, Research Fellow at the Centre for the History of the Emotions, Queen Mary University, London, maintains that feelings are often specific to cultures and conditioned by them. She offers 154 emotions for our consideration, from *Abhiman* (Sanskrit Vedas 1500 BC) to *Żal* (modern Polish).

Watt Smith shows how emotions become re-defined and fall in and out of vogue over time. Her sweeping Western historical perspective – who knew that 'emotions' weren't even heard of before about 1830? – includes an overview of physiological and psychological hypotheses. From the present day, Neuroscience is called to explain how emotions 'happen', but immediately

put in its place as insufficient to explain subjective experience. And she reminds us of the tenuous basis of commonly-held wisdoms. *Feeling Good*, for example, shows the changing views on self-esteem. The term was originally proposed as an estimate of our ability to carry out our intentions, using this equation (a useful tool for every coachee?):

$$\text{self - esteem} = \frac{\text{success [what is within our capabilities]}}{\text{pretensions [what we believe we can do]}}$$

By the 1980s, however, instead of focusing on how to raise skills and/or lower ambitions, the emphasis somehow shifted so that self-esteem became an end in itself – and 'low self-esteem' a further label for under-achieving schoolchildren. Recent research has shown further unintended consequences, including lower *Contentment*, together with increased *Loneliness* as a result of inflated, narcissistic beliefs in our own abilities.

\*Ringxiety: low-level anxiety making you think your phone has rung, but it hasn't. (Coined by psychologist David Laramie.)

Throughout this book Watt Smith's erudition is dazzling but displayed lightly: *Anger*, for example, has ten references, from eleventh-century Islamic scholars to the twentieth-century films of Woody Allen. She incites the reader's curiosity: looking for *agoraphobia*? Try *Peur des Espaces* instead..... And her style is a treat: 'The late nineteenth century was the era of the phobia. Each week, psychologists seemed to diagnose a new form'. *Panic* was originally a collective experience whereby '...emotions [flew] back and forth like germs'; today, however, it's individual: '...we... stir it up in ourselves'.

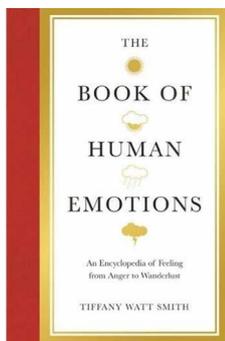
Some cavils: some entries come across as idiosyncratic (*Miffed, a bit*); others are mere

cross-references. And since she writes from her own experience, her viewpoint is inevitably Anglocentric.

So, what's in it for coaches? For starters, the invitation to think afresh and revisit our certainties; but for this reviewer the great plus is Watt Smith's own presence: her curiosity, perspective and humaneness: qualities for any coach to admire and emulate.

#### ABOUT THE REVIEWER

Sally Phillips is an AC-accredited coach and copy editor at *Global Coaching Perspectives*.



**TITLE:** The Book of Human Emotions

**AUTHOR:** Tiffany Watt Smith

**PUBLISHER:** Profile

**PUBLICATION DATE:** September 2015

**PRICE HARDBACK:** £14.99

**ISBN NO:** 978 1 78125 129 4

## ATTENTION COOPERATION PURPOSE: AN APPROACH TO WORKING IN GROUPS USING INSIGHTS FROM WILFRED BION

AN ELEGANT EXPOSITION OF THE IDEAS OF WILFRED BION OFFERS IMPORTANT INSIGHTS FOR THE COACH, AND FOR THE FUTURE OF COACHING, SAYS **HETTY EINZIG**

The writings of Wilfred Bion are hard work. A pioneering psychoanalyst in the field of group work, Bion's writing is elusive, allusive, evasive, evocative, elliptical, obscure, cryptic, complex and opaque – and if you had to look up any one of those words in the dictionary then you know what I mean! This is my experience of reading Bion: frustrating. But when you break through, as happened to me after fifteen years of intermittently trying to read Bion's master work *Experiences in Groups*, it is an epiphany. So it is a wonderful thing to be offered such a clear exposition of his key ideas, illuminated through case studies and ideas from other important thinkers, by these two seasoned psychotherapists. A door opens.

True to their title, French and Simpson keep the book admirably straightforward. Each chapter addresses a key concept – Attention, Distraction, Truth, Cooperation, Purpose – which the authors diligently and lucidly explain. The pace of the writing is slow enough for the reader to grasp the deeper meaning of each of these deceptively simple concepts before moving on to understand the next layer that goes to make up Bion's nuanced and quasi-mystical approach to groups. Bion is best known for his description of how groups get distracted from their task, falling into 'basic assumptions' of fight-flight, dependency and pairing.

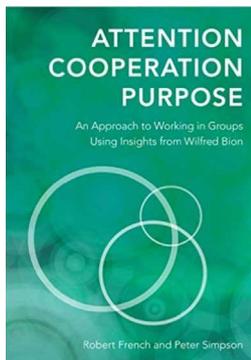
But the authors choose to begin with something



more profound and more basic. 'Typically,' they say, 'people act as if they *know*. Bion, by contrast, lived according to a much more radical assumption: that what we know is likely to blind us to a far larger territory where, quite simply, we do not know. Attention to this *unknown* dimension of experience is at the heart of our approach – that is to the truth or reality of the present moment and to questions as much as to answers.' As such this book offers the coach a valuable introduction to Bion's ideas, and points clearly to a way of working that should be included in coach training more generally. Bion follows Freud in extolling the importance of two kinds of attention: 'focussed' and 'evenly suspended' – or what I call 'diffused.' This wide-ranging, non-judgemental attention enables us to see patterns and links, the emergent and the interaction between people and context. Our culture has overwhelmingly privileged, focussed, left brain thinking, to our great detriment. Bion stands out in his advocacy for more of this right brain, big picture attention, which, after the poet Keats, he called 'reverie,' indicating a way of being. It is our capacity for this that helps us refrain from fretfully seeking answers and solutions too quickly, but rather patiently to uncover truths hidden under the surface chat.

'...healthy mental growth seems to depend on truth as the living organism depends on food,' said Bion (*op. cit.* p50). He placed our instinct for knowledge on a par with Freud's pain-pleasure principle, and he recognised that equally deep seated is the human desire to '*not know*': our capacity for denial or turning a blind eye lives always in tension with our hunger for truth. These are important lessons for the coach who, in service to goals, outcomes and the urge for solutions, is often tempted to drive to neat, cognitive answers and premature action. In their exploration of cooperation the authors draw on the work of another great thinker, also little known today, Ivan Illich – who extolled the virtues of con-viviality – living and thinking together in groups. Fearless speaking and contemplation are qualities of healthy groups – pointing to the way they can also foster courage and a spiritual dimension. Purpose is likewise addressed at several levels (rational, unconscious, emotional), including the often difficult tension between individual and group purposes.

This book reminds us over and again of the vital skills and values that must be regained, refined and practised as coaches and leaders working together build visions for the future.



**TITLE:** Attention Cooperation Purpose: An Approach to Working in Groups Using Insights from Wilfred Bion

**AUTHOR:** Robert French and Peter Simpson

**PUBLISHER:** Karnac

**PUBLICATION DATE:** September 2014

**PRICE HARDBACK:** £21.99

**ISBN NO:** 978 1 7822013-1-1

#### ABOUT THE REVIEWER

Hetty Einzig is an independent executive coach, trainer and facilitator working globally in leadership development, transpersonal coaching and emotional intelligence. Hetty has worked as a coach and as an author for over twenty-five years. Her roots are in transpersonal psychology, which provides a philosophical/spiritual depth that underpins all her work. Based in the UK, Hetty is editor of *Global Coaching Perspectives*.



# TAKE A DEEP DIVE!

# DEVELOPING MENTAL TOUGHNESS BY DOUG STRYCHARCZYK & PETER CLOUGH

LEARNING ABOUT THE PERSONALITY TRAITS THAT INFLUENCE MENTAL TOUGHNESS IS A USEFUL ACTIVITY FOR REFLECTION, SAYS **CLIVE STEEPER**

Even if you think you know what the phrase 'Mental Toughness' means, this book is worth reading. It has a good balance of academic-based thought and research blended with a pragmatic, easy to read style.

The content is well laid out, and you can read it in sections, without necessarily having to go from cover to cover. The first five chapters introduce the authors' measure for mental toughness (an assessment tool) called MTQ48.

Chapters Six to Nine take you behind the scenes of MTQ48 and start the reader thinking about possible applications for mental toughness, both as a tool or in its component parts.

The authors then begin to explore mental toughness in various applications as it relates to positive psychology, emotional intelligence, decision-making, fatigue, stress, motivation, coaching, leadership and talent management. A variety of workplaces where it can be used including education, sport, business, health, psychology and coaching, are explored.

The remaining chapters analyse mental toughness from a number of valuable perspectives, which are useful for reflection. In particular for coaches, mentors and coaching supervisors, reading this book could provide some quality points for reflecting with your clients and possibly in self-reflection, especially if you are seeking to challenge and stretch yourself.

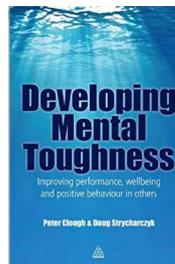
The authors define the concept of Mental Toughness as 'the personality trait, which determines in large part how people deal

effectively with challenges, stressors, and pressures...irrespective of circumstance.' Their model for mental toughness is built around the 4 Cs model - **CHALLENGE:** seeing challenge as an opportunity, **CONFIDENCE:** having high levels of self-belief, **COMMITMENT:** being able to stick to tasks, **CONTROL:** believing that you control your destiny.

Interestingly, the authors challenge some traditional thinking about people's levels of mental toughness. This is a useful point for people in the coaching community to consider: how our own levels of mental toughness might influence our coaching.

Can mental toughness be developed? This question is dealt with well in Chapter 19 and I particularly liked the way that the authors considered aspects such as positive psychology, emotional intelligence and mindfulness as well as the significance of continuous learning.

Overall, while a bit long and sometimes repetitious, there are none the less some useful concepts and tools within this book.



**TITLE:** Developing Mental Toughness

**AUTHOR:** Doug Strycharczyk,  
Peter Clough

**PUBLISHER:** Kogan Page

**PUBLICATION DATE:** September 2015

**PRICE HARDBACK:** £34.99

**ISBN NO:** 0749473800

## ABOUT THE REVIEWER

Clive Steeper is an executive coach and coaching supervisor and has been a business leader for over 25 years. He now works internationally with many different corporations and fast-growth businesses. He received a Global Coaching Leadership Award in 2014 and is co-author of *Cope with Change at Work*; *The Personality Workbook*; *Motivating Others*; and *Risk: All that Matters*.

[www.clivesteeper.com](http://www.clivesteeper.com)

# COACHING IN TIMES OF CRISIS BY LIZ HALL

CHANGE AND CRISIS HAVE BECOME PERENNIAL IN OUR FAST MOVING WORLD.

**JONATHAN PASSMORE** REVIEWS A NEW BOOK WHICH EXPLORES THESE THROUGH A RANGE OF ALTERNATIVE AND ILLUMINATING LENS.

Written and edited by *Coaching at Work* editor Liz Hall, this book offers twelve chapters on different ways to coach clients in crisis, ranging from an exploration of behavioural change and career transitions, to mental health issues, personality disorders, neuroscience and auto-ethnography. Hall's chapters are complemented by contributions from a range of well-respected writers including Tony Grant, Margaret Chapman-Clarke and Paul Brown.

Hall suggests that the seeds of this book can be traced back to the 2008–9 financial crisis when many coaches found themselves working with clients experiencing redundancy or career change. However, seven years on these issues remain current. For those of us who work in the UK's oil and gas sector, 2015 has been a similar year of crisis. The decline in the global oil price from \$120 a barrel to \$45 has brought significant change to the North Sea Continental Shelf (NSCS), with over 65,000 people losing their jobs in the UK's oil industry, and a similar impact on Norway's economy. In one company, onshore coaching work has switched from being 90% leadership development to 90% careers coaching – supporting those made redundant or seeking new career pathways. So Hall's book comes at an opportune time. Change is a topic that faces all sectors and all individuals at some stage during their careers.

The first two chapters explore definitions and widely known models such as Bridges' three stages of change framework, Kubler-Ross' change curve and Prochanaska and DiClemente's model of behavioural change – all excellent frameworks for coaching practice.

A number of the other chapters contributed by Hall adopt a mindfulness perspective. For me possibly the most interesting, is the chapter on compassionate mindfulness coaching – made popular by Paul Gilbert in his therapy work, and translated to coaching practice by Tim Anstiss. Hall brings this approach alive, applying a common-sense, practical approach to its use with clients.

Also excellent are the chapter by Margaret Chapman-Clarke, who explores the topic of compassionate resilience through the lens of creative arts, particularly the written word; and the chapter by Neil Scotton and Alistair Scott which looks at the issue of legacy – and how we can work with clients to help them consider the impact they make on the lives of others.

I read around 50 coaching books a year, and find many repeat similar themes, patterns and ideas. However this new title falls into the category of one to keep on the bookshelf for future reference.

## ABOUT THE REVIEWER

Jonathan Passmore is managing director of Embrion, and Professor at the University of Evora, Portugal. He is a chartered psychologist and editor of the Association for Coaching series of six books; editor of the Wiley Blackwell *Organizational & Industrial Psychology Series* of eight academic handbooks covering the domain of workplace psychology, and has written over one hundred articles and book chapters on the theme of coaching.



**TITLE:** Coaching in Times of Crisis and Transformation

**AUTHOR:** Liz Hall

**PUBLISHER:** Kogan Page

**PUBLICATION DATE:** October 2015

**PRICE HARDBACK:** £29.99

**ISBN NO:** 0749468300

# HOW TO INTEGRATE NATURE & NURTURE IN COACHING?

WELCOME TO THE FIRST OF OUR NEW DEEP DIVE OCCASIONAL SERIES WHERE AUTHORS TAKE A LONGER, DEEPER LOOK AT SOME OF THE CHALLENGES COACHING FACES TODAY. HERE **PHILIPPE ROSINSKI** EXPLORES THE QUESTION: HOW TO INTEGRATE NATURE AND NURTURE IN COACHING?



## INTRODUCTION

How can we take into account both what relates to *nature*, the personality type we are born with, and what pertains to *nurture*, the characteristics we have acquired along the way?

In this article, I will use a case study based on an executive I have coached to illustrate how we can go about doing that. I will provide some context by sharing a few words about a dynamic conception of culture, about the Cultural Orientations Framework (COF) assessment, as well as about Robert Kegan's Immunity to Change concept. As you will find out, the COF assessment can be used to uncover hidden and limiting cultural assumptions and to help coachees replace these with more effective versions.

I will explore the interplay between the psychological and cultural perspectives, suggesting how to leverage the combination in coaching, making the most of diversity in personality as well as culture.

To this end, I will also refer to a recent research project conducted by OPP with over 1,000 respondents using the MBTI and the COF in a large international sample.<sup>1</sup>

## FIRST ROUND OF COACHING WITH JACQUES - TYPE DEVELOPMENT AND TRANSACTIONAL ANALYSIS

The HR director of an international company called me. She asked me to coach Jacques<sup>2</sup>,

one of their senior executives. She explained that this was a difficult situation.

Jacques was a technically competent and dedicated manager. But he sometimes lacked self-control. He often got worked up and shouted at employees. He had recently received two official complaints by employees.

Despite his valuable contribution, the company made clear to Jacques that he would have to change his behaviours or they would have to let him go. To help him change, they offered him an executive coaching programme with me. I met with Jacques. He was apparently shocked by the feedback he had received and seemed genuinely eager to change. He revealed to me that he did care about people. His engagement was critical. I explained that I could only facilitate the process but that he was the one who would need to muster the courage and discipline to make the changes happen.

## WE AGREED ON THREE MAIN GOALS FOR OUR COACHING:

- Replace destructive and ineffective communications with productive and enriching ones
- Show his caring side while retaining his emphasis on business results
- Manage his emotions



<sup>1</sup>This article builds upon an OPP webcast on 18 September 2015 co-presented by the author of this article together with Betsy Kendall, COO and Head of Professional Services at OPP Ltd The webcast's recording is available at [https://www.opp.com/webinars?commid=158723&utm\\_campaign=communication\\_missed\\_you&utm\\_medium=email&utm\\_source=brighttalk-transact&utm\\_content=webcast](https://www.opp.com/webinars?commid=158723&utm_campaign=communication_missed_you&utm_medium=email&utm_source=brighttalk-transact&utm_content=webcast) The case study builds upon a story shared in Global Coaching (Rosinski, 2010). This initial coaching was followed by a second round of coaching that took place after the book was published.

<sup>2</sup>To preserve my client's anonymity, I have changed his name, won't mention the name of his company nor the industry. I have slightly adapted the story. I will nevertheless stay true to the essence of what happened.



In the initial assessment phase, we used two psychometric tools as part of the psychological investigation: the Myers-Briggs Type Indicator® (MBTI®) and the Fundamental Interpersonal Relations Orientation–Behaviour™ (FIRO-B®).<sup>3</sup>

Concerning the MBTI, Jacques clearly identified ENTJ (Extraverted, iNtuitive, Thinking, Judging) as the type best describing him. Jacques underlined the following 'potential areas for growth' passage in the MBTI booklet because it felt spot on:

- *If ENTJs do not find a place where they can use their gifts and be appreciated for their contributions, they usually feel frustrated and may*
  - *Become too impersonal and critical*
  - *Be intrusive and directive*
  - *Become abrasive and verbally aggressive.*
- *It is natural for ENTJs to give less attention to Feeling and Sensing parts. If neglected too much, however, they may*
  - *Fail to notice or value another's need for personal rapport, appreciation, and praise*
  - *Fail to factor into their plans the needs of others for support.*<sup>4</sup>

Jacques was appreciated for his contributions and well regarded, but that is not to say that he felt fully appreciated by his superiors, let alone by his direct reports. Moreover, he was clearly neglecting his Feeling part.

I shared Carl Jung's model of lifelong development, the journey towards what Jung calls individuation.<sup>5</sup> The message is essentially that what got you here is not going to get you there. For example, Jacques became successful relying on his Thinking function, but to get to the next level – or in his case to simply keep his job – he would need to develop the other side.

When the ego (the conscious part of our personality, the 'container' for our life)<sup>6</sup> meets the shadow (our untapped potential), the self can emerge as a more complete form of the ego. The person becomes more whole, more integrated. In Jacques' case, Feeling was his least developed function and the key area for his growth.

This simple explanation, which I shared with Jacques, gave him a sense of direction and some permission. As humans, we cannot expect to master it all but we do have an opportunity to continue to develop as adults and throughout our lives.

The practical questions remained though: How to replace destructive communications with something more productive? How could Jacques unfold his caring side?

Using Transactional Analysis (and especially Franklin Ernst's *OK Corral* model) (TA)<sup>7</sup>, I helped him shift from aggressiveness to assertiveness, and develop a calm and serene presence.

Ernst's model refers to how we view ourselves, how we see others, and the resulting impact. 'OK (self)–OK (others)' is a mindset all coaches need to develop. It is also a tool to replace destructive or ineffective communications with productive and enriching ones.

We can choose, regardless of the situation, to adopt an OK-OK mindset. This means we will tend to trust ourselves and others. OK means worthy of respect, having positive intentions, and able to make a difference. OK does not mean perfect or faultless. This mental outlook will naturally lead us to engage in constructive communications and action and develop richer and more productive relationships.

The important point is that OK-OK is a subjective choice, independent of 'objective' reality. It doesn't matter that we can make a rational case for the other mental combinations (OK–not OK, not OK–OK, not OK–not OK). For example, if we distrust people, our attitude will typically alienate them or lower their self-confidence. We foster vicious circles when we interpret their lack of commitment and poor results as a validation of our initial beliefs. Coaches prefer the OK-OK perspective, because self-fulfilling prophecies also work positively: when we trust ourselves and others, we enable virtuous circles of respect, productive behaviours, and creativity.

Jacques was trapped in 'playing games', adopting the OK–not OK position and playing



<sup>3</sup> See (Waterman and Rogers, 2007).

<sup>4</sup> See (Briggs Myers 2000, 25)

<sup>5</sup> See (Jung 1923/1971)

<sup>6</sup> See (Rosinski 2003, 206) and (Rosinski 2010, 206)

<sup>7</sup> See Global Coaching chapter 5 and Coaching Across Cultures (Rosinski 2003) appendix 1 for more information and references about Eric Berne's Transactional Analysis as well as its application in coaching and leadership. For an explanation of how games are negative exchanges of energy - see Rosinski, 2003 (260-261):.



the Persecutor role, inviting others to respond as Victims (submissive or rebellious). When Jacques recognised this simple dynamic and realised he had the power to change his position to OK-OK, he was on his way to quick and amazing progress. Coaches can help coachees recognise that they most probably adopt the OK-OK position already. Knowing that they are capable should help build coachees' confidence. The challenge is to maintain the OK-OK position under stressful circumstances.

Jacques took several routes to move from OK-not OK under stress to OK-OK. One was to reduce his overall stress level through regular meditation sessions during the day: simply breathing in, breathing out, and focusing on the here and now. By stepping back from the frenzy, albeit momentarily, Jacques could remember his intention to stay in an OK-OK mode.

Jacques also started to build relationships, talking to people not only for business but also to find out about them. In meetings, he began paying closer attention to his own feelings, to others' feelings, and to non-verbal manifestations. In other words, he stopped simply focusing on the content and became conscious of the process. He developed a mindful presence. When he noticed he was becoming angry and impatient, he got into the habit of taking a deep breath. Initially, he chose not to speak to avoid making a hostile remark he would later regret. Gradually, as he felt more at ease with listening and maintaining his composure, he started to speak up again, assertively rather than aggressively. He learned to ask questions in a calm yet determined way, rather than judging and telling people what to do.

Another useful step was for Jacques to keep a journal, using this to capture his successful interactions and the remaining challenges. We acknowledged the former and explored the latter together. I typically asked, 'What prevented you from ...?'; he identified new obstacles. Then I asked, 'What can you do about this?' Or 'How could you overcome this difficulty?' I offered suggestions if he could not figure out what to do differently. I also reminded him of insights he had gained earlier. I shared tools along the way. This included a more detailed description of transactional analysis's centres of resources (ego states): he learned to speak more often with his Adult (e.g., asking genuine questions) and avoid overusing his normative Parent (e.g., proffering judgments). It also included NLP's meta-model.<sup>8</sup> Role plays with me during our

sessions gave him a chance to practise and leave each coaching session with concrete new tactics for handling the remaining challenges.

Eventually, Jacques was able to manage his emotions, avoid counterproductive behaviours, and show his caring side while retaining his emphasis on business results. His manager later confided in me that he hadn't believed such drastic positive change was possible.

#### **SECOND ROUND OF COACHING WITH JACQUES – IMMUNITY TO CHANGE AND CULTURAL DEVELOPMENT**

Eight years later, the same HR director contacted me again. This time Jacques was the one who had asked for a second round of executive coaching with me and his company had agreed.

Jacques was still seen as a valuable executive, highly dedicated, knowledgeable and reliable. However, new circumstances at the company, particularly the departure of close colleagues and a reorganisation, had created unprecedented tension for Jacques. He was afraid this stressful context would prompt him to revert to negative old habits. Jacques was courageous and savvy enough to ask for help and the HR director proved once again very supportive.

Both his company and he saw the need to further develop his empathy, to bring lightness and fluidity in his relationships. They also agreed on a goal to better know people with whom he was working, to better discern their cognitive and emotional patterns, and to better adapt to different people's profiles.

The HR senior executive highlighted the fact that Jacques frequently came across as competitive, eager to win by proving he was right and others were wrong. This tended to alienate people who sometimes felt they had lost face. Jacques needed to become warmer, friendlier. He also needed to adopt a coaching style more often, rather than telling people what to do.

From the beginning of this second series of coaching sessions, it was clear that a classical coaching approach of setting goals and devising actions to reach these was not going to do the trick. An 'immunity to change' phenomenon was at play here: Jacques was genuinely committed to achieve these targets but, at the same time, he could not help but be competitive at times, tell people what to do, and so on.

Robert Kegan and Lisa Lahey<sup>9</sup> argue that we have something at the psychological level



<sup>8</sup> I have described how to use these two tools in appendixes 1 and 2 of Coaching Across Cultures.

<sup>9</sup> (Kegan and Lahey 2009, 36-37)



that resembles our physical immune system. Our psychological immune system is there to protect us, by preserving our current meaning-making system (which I will simply refer to as 'worldview'), and thus keeping us in a safe and familiar place. Kegan remarks that the physical immune system is a beautiful thing, acting to protect us, to save our lives but that sometimes it can threaten our continued our good health. 'When it rejects new material that the body needs to heal itself, the immune system can put us in danger.' It does not protect us then. It just makes a mistake and puts us at risk. Kegan's point is that there is a similar phenomenon at the psychological level, which he calls 'immunity to change.'

We need to distinguish between 'technical changes' that can be achieved within our current worldview and 'adaptive changes' that require a change in our worldview itself, an expansion of it. For example, consider an obese person eager to lose significant weight. For some people I have known, it has been a matter of technical change. They knew what they needed to do (e.g., healthier nutrition, physical activity), they did it, and they succeeded. It was still hard, it was still a big challenge, but technical change was all that was required. I have met others who also knew what they had to do to wipe out the extra kilos but who always managed to sabotage their efforts in some ways. Adaptive change is necessary then to get out of the rut.

In this case, the issue is that we place one foot on the gas pedal (to achieve our stated goals) but the other on the brakes (to unconsciously preserve our worldview). This way, we sabotage our efforts despite our best intentions.

To make adaptive changes, we need to uncover our hidden competing commitments related to worries as well as the associated limiting assumptions. We then need to replace these ingrained assumptions with more effective ones, thus enlarging our worldview. Of course, this cannot be a mere intellectual exercise. This process implies real-life experimenting and testing, so that new evidence-based assumptions can be formed and integrated.

In the case of Jacques, the immunity to change phenomenon appeared as follows:

#### **GENUINELY COMMITTED TO ACHIEVING HIS TARGETS GAS PEDAL**

- GAS PEDAL**
- Further develop my empathy, bring lightness and fluidity in my relationships
  - Become warmer, friendlier
  - Adopt a coaching style rather than telling people what to do

#### **FALLING PREY TO HIDDEN COMPETING COMMITMENTS RELATED TO WORRIES BRAKES**

- BRAKES**
- I worry we will not deliver on time
  - I worry I will let unnecessary problems happen
  - Ultimately, I worry I will lose my job

Jacques was pressing both the gas pedal and the brakes. For example, he had taken some steps to improve his relationships with direct reports while at the same time undermining his own efforts by sometimes 'making people crazy' with his task focus and perfectionism. He became aware of this dynamic and his veiled worries came out during our conversations.

This is when the Cultural Orientations Framework (COF) assessment<sup>10</sup> came into the picture. The COF includes seven cultural categories of crucial importance to managers and coaches:

- sense of power and responsibility
- time management approaches
- definitions of identity and purpose\*
- organisational arrangements
- notions of territory and boundaries
- communication patterns
- modes of thinking

It comprises seventeen standard cultural dimensions in those categories and the COF assessment allows certified users to create additional customised dimensions. Each dimension is made up of two or three orientations, defined as inclinations to think, feel or act in a way that is culturally determined, or at least influenced by culture. Control and Humility are examples of cultural orientations making up a cultural dimension.

The COF assessment can be used to establish individual as well as group profiles. It is complementary to the MBTI: the MBTI assesses



<sup>10</sup> See [www.COFassessment.com](http://www.COFassessment.com) The underlying COF model is described in (Rosinski, Coaching Across Cultures 2003). The methodology and applications of the COF assessment are presented in (Rosinski, Global Coaching 2010).



our psychological preferences, our *nature*, whereas the COF deciphers our cultural orientations, our *nurture*, which is what have learned along the way by interacting with others (starting with our families, countries, schools, etc.). Our behaviours are expressions of both personality and culture.

The COF served as a roadmap to help Jacques uncover and describe his worldview, as well as discover how to specifically broaden it and enlarge his perspective.

Let me say a few words about culture in general before we return to Jacques. I have defined a group's culture as the set of unique characteristics that distinguishes its members from another group.<sup>11</sup> We typically have multiple cultures as we belong to several groups at the same time: country, profession, generation, organisation, and so on. Our behaviours tend to vary depending on the cultural context. The cultural characteristics include visible behaviours as well as underlying norms, values and basic assumptions. The role of the coach is not to judge these but rather to ask how effective they are for the coachee (and those he can affect). For example, laziness may not sound appealing as a value to many professionals, but I would argue that it could be beneficial for those on the verge of burnout. Basic assumptions refer to how we address universal challenges that we face. For example, do we believe that we are in charge of our destiny, that we can achieve anything if we work hard and persevere? The merit of a Control orientation is that it may lead to a self-fulfilling prophecy: we put everything in place and may end up achieving success against all odds. However, in my experience, we don't have all the power: fate and luck come into play as well. Humility is about recognising

that not everything is in our hands, about appreciating our limitations and those of the people and the planet around us. The idea is not to replace Control with Humility but rather to synthesise, to leverage the two orientations. Coaching across cultures involves thinking 'and' versus 'or', thriving on paradoxes such as the notion that greater control in the form of sustainable high performance can best be achieved by embracing humility, by acting with determination while learning to let go of what is beyond our control.

This dynamic and inclusive view of culture presented in (Rosinski 2003) contrasts with the traditional static and binary concept of culture. It is crucial to be able to expand our worldview by embracing more complexity, and to allow us to somehow reconcile seemingly contradictory motives (gas and brakes) by moving to a higher level of consciousness.

Let us return to Jacques. The COF assessment allowed him to uncover several unconscious assumptions as well as specific ways to replace his limiting beliefs with more effective ones. The COF exploration enabled him to enrich his worldview by leveraging perspectives, by achieving a synthesis between his current cultural orientations (which he did not need to give up) and alternative polarities. This was the key to reconciling seemingly contradictory motives in order to move forward. Jacques realised that he could not go very far by accelerating while braking at the same time.

Jacques was overusing certain COF orientations while underusing others, which constituted his developmental opportunities, as depicted in the table below.

<b>OVERUSED COF ORIENTATIONS</b>	<b>UNDERUSED COF ORIENTATIONS, CONSTITUTING DEVELOPMENTAL OPPORTUNITIES</b>
Control	Humility
Scarce time	Plentiful time
Polychronic time	Monochronic time
Doing	Being
Hierarchy	Equality
Competition	Collaboration
Protective	Sharing
Direct	Indirect



<sup>11</sup> (Rosinski 2003, Chapter 2)



The path forward involved replacing Control with Control and Humility, Scarce time with Scarce and Plentiful time, and so on.

#### • CONTROL – HUMILITY

The description of this polarity helped Jacques appreciate the limitations of a Control orientation. We actually don't have all the power. We need to accept our inevitable limitations, to accept what we cannot change. Jacques articulated his current beliefs: he said for example 'I cannot let a problem happen if there is any way I can prevent its occurrence through my involvement.' During our coaching, Jacques gave himself permission to manage by objectives: agreeing on specific targets with his direct reports and holding them accountable. By coaching them more systematically rather than telling them precisely what to do or doing it in their place altogether, he empowered his direct reports to prevent the occurrence of problems. However, the breakthrough for Jacques was that beyond this, he accepted he had to let some problems happen. These would be chances for his direct reports to learn and become able to share the responsibility of success. Jacques took limited risks and experienced that it was not the end of the world. He could live and in fact eliminate some of his stress by resisting the urge to intervene.

It took Jacques some practice – trying it all out - to integrate the new belief by actually experimenting the synthesis of Control and Humility and noticing that it worked better for everyone.

#### • SCARCE – PLENTIFUL TIME

Jacques questioned his belief that 'I should always deliver on time.' On one hand, he remained convinced of the necessity to honour his commitments, to keep his promises. On the other hand, he saw an opportunity to negotiate more reasonable timeframes, so time could feel more plentiful. The Humility orientation helped him in this endeavour by reminding him of his limitations and of the trap of taking on too much.

#### • POLYCHRONIC – MONOCHRONIC TIME

Jacques also recognised his tendency to take on too many projects and tasks simultaneously. He was also good at multi-tasking but this was coming at the price of unnecessary pressure. By setting priorities, Jacques was able to focus on fewer activities, which also helped 'delivering on time.'

#### • DOING – BEING

By empowering more his direct reports, by giving himself and his team more time (both by negotiating more realistic timeframes with his management and by focusing on fewer projects), Jacques was able to feel more serene, which naturally allowed him gradually to build more fluid relationships with his team members. He had always cared about people but his micro-management and impatience had created a different perception: people believed that Jacques only cared about the tasks *per se*.

#### • HIERARCHY – EQUALITY

To move from a directive to a delegating style, Jacques learned about situational leadership<sup>12</sup>. He learned how to choose the most appropriate leadership style given the readiness level of his direct report for a particular task. Jacques also noticed that he was underusing the coaching style. He practised coaching during our sessions, which gave him confidence that he could use this style more often. He practised asking powerful open questions, listening and reformulating rather than telling. He actually prepared a list of standard questions (e.g., what is your recommendation?), which he glanced at during meetings to remember to question rather than tell.

#### • COMPETITION – COLLABORATION

Jacques thrived on competition: wanting to be the best in his professional domain but even also playing sports. That had led him to reach a senior leadership position and achieve professional success. However, Jacques realised that what led him here was not going to get him to the next level. People had the wrong impression about Jacques. He wanted to be the best he could be. Beating others was not what motivated him, even if some had felt that way. Through our coaching, Jacques worked more resolutely at promoting collaboration, at making his team members succeed and share the limelight. He experimented step by step with new behaviours, gradually gaining confidence that when his team members improved he benefited as well through an enhanced team performance and reputation as team leader. His job security actually increased.

#### • PROTECTIVE – SHARING

By mustering the courage to share his own vulnerabilities, Jacques was able to come across as more humane and authentic. This allowed people in turn to self-disclose and establish a more personal connection with Jacques. A virtuous circle ensued: by knowing his direct



<sup>12</sup> See (Rosinski 2010, 81-87)



reports better, in particular their motives and working styles preferences, Jacques was better able to tailor his leadership style to their needs, boosting well-being as well as productivity.

#### • DIRECT - INDIRECT

Jacques realised that his directness sometimes still came across as aggressiveness, which triggered others' playing the Victim role. His direct reports would usually become submissive but some would rebel. In all cases, negative energy would be produced while unconsciously playing these psychological games. Through practice during the coaching sessions first and then at work, Jacques learned to weave more harmony into his communications, combining clarity characteristic of directness with sensitivity inherent in indirectness.

After six coaching sessions over a six-month period, Jacques was able to report his success: fluid relationships, better delegation and a regained sense of confidence.

#### INTERPLAY BETWEEN THE PSYCHOLOGICAL AND CULTURAL PERSPECTIVES

In many instances, Jacques had moved from 'conscious incompetence' to 'conscious competence'<sup>13</sup>. With the help of select colleagues in the form of on-going feedback, he was determined to anchor his revised assumptions and keep up these new habits so that eventually they would become automatic, 'unconscious competence.'

However, the MBTI and the underlying Carl Jung's theory suggest that the new habits may never fully become second nature. 'Feeling' will remain Jacques' least preferred function. Under severe stress, 'Feeling' could erupt in a volcanic fashion as the inferior function. What Jacques learned to do though was to be aware of conditions that could trigger his inferior function and to mindfully avoid falling into its grip.<sup>14</sup>

Remember Carl Jung's individuation principle as the ego, the conscious part of the personality, needing to meet the shadow, its unconscious centre, in order to become whole and let the self emerge. While a person cannot hope to render conscious everything that is unconscious, that person can at least become aware of his least preferred functions and make an effort to access and develop that potential.<sup>15</sup>

Here comes an interesting interplay between the psychological and the cultural perspectives. Whilst the shadow can never be eliminated and nature is what it is, what has been learned (nurture) on the other hand can also be unlearned. In other words, culture provides an avenue to promote lasting change. Jacques' new behaviours may never become *second nature* but they could become *second nurture*. This is good enough in practice but it implies remaining self-conscious, maintaining some vigilance (particularly under stress) and being ready to step back if necessary, to avoid falling into natural traps.

This detour via the cultural perspective and use of the COF is in practice an effective way to promote individuation and hasten the emergence of the self. Indeed, the psychological and cultural origins of behaviours can often not be separated. It is all connected. When Jacques becomes verbally aggressive, is it a manifestation of his ENTJ type whose contribution is not appreciated? Or is a manifestation of his Doing, Hierarchy and Direct cultural orientations? We may never know for sure but we can guess that it is a combination of both, that in this instance personality and culture reinforce each other. Approaching Jacques' situation from a cultural perspective allowed us to uncover unconscious assumptions and to gradually help him replace those with more productive ones. In other words, coaching using the COF can allow us to act upon the MBTI information and to promote change that is likely to stick.

Incidentally, OPP has also explored the connections between the MBTI and the COF. John Hackston, Head of R&D, conducted the research with over 1,000 respondents using the MBTI and the COF assessment in a large international sample.<sup>16</sup> The research notably highlights interesting correlations between certain MBTI and COF dimensions. This information can guide us, for example by pointing to out-of-pattern characteristics that could prompt additional questioning (e.g., somebody with an ENTJ preference who views time in a more plentiful fashion than the 'average' ENTJ). However, we need to tread carefully. First, correlations do not necessarily imply causation<sup>17</sup>. People attracted by a given



<sup>13</sup> The Learning Stages model was developed at GTI by Noel Burch in the 1970s.

<sup>14</sup> See (Quenk 1996, 9)

<sup>15</sup> See (Rosinski 2003, 206)

<sup>16</sup> The report can be downloaded via the following link <https://www.opp.com/download/item/1d69356b8c23492db2e060660d7f44be>

<sup>17</sup> See notably (Kahneman 2011 (2012, Penguin Books) , 183)



profession may have certain MBTI preferences as well as cultural orientations. In this case, the MBTI and COF are not directly causally linked but instead connected via the particular professional context that is more prevalent in the sample. Secondly, the variation in individuals' cultural orientations may be accounted for by a range of factors including country of origin, current home, occupation, gender and personality (among others). In the OPP sample, individual type differences accounted for more of the variation in cultural orientation than other variables. However, in other COF projects with different samples, other factors such as nationality or gender took precedence.<sup>18</sup> Culture is a multi-faceted reality and the cultural aspects that come to the fore vary. For example, I have seen many US coaches who prefer Particularism (tailored solutions) over Universalism (overall consistency - all cases should be treated in the same manner), contrary to the US general preference for Universalism<sup>19</sup>. As informative as research can be, it is crucial to meet each

coachee with an open mind and as a unique person

Instruments are often useful in executive coaching and among the assessment tools, I have found the combination of the MBTI and COF to be particularly powerful. By integrating psychological and cultural perspectives and leveraging the complementarity *nature* and *nurture*, we can unleash the potential that resides in personality differences as well as cultural diversity.

Still, effective executive coaching is an art that transcends technique. The quality of the human relationship between the coach and his coachee is essential. Finally, to address today's complexity, coaching requires an integrated approach that calls upon multiple perspectives, which range beyond psychology and culture, from the physical to the spiritual<sup>20</sup>. But this is another story ...

<sup>18</sup> See (Rosinski 2010, 131-132)

<sup>19</sup> According to (Trompenaars 1997)

<sup>20</sup> See (Rosinski, Global Coaching 2010)

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Philippe Rosinski is a world authority in executive coaching, team coaching, interculturalism and global leadership development. He is the author of *Coaching Across Cultures* available in ten languages and *Global Coaching*, and the co-author of six books. A Master of Science from Stanford University, the first European to have been designated Master Certified Coach by the ICF, Philippe is the Principal of Rosinski & Company and Professor in the MBA programme for global managers at the Kenichi Ohmae Graduate School of Business in Tokyo, Japan. Philippe also serves on the Global Advisory panel of the Association for Coaching.

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