

JULY 2018 | ISSUE 18

Coaching Perspectives

THE ASSOCIATION FOR
COACHING GLOBAL MAGAZINE

COACHING FOR SOCIAL CHANGE

How transformational
coaching changes leaders

Using deep democracy for
social change

Navigating power in
coaching for social justice



“PROMOTING EXCELLENCE & ETHICS IN COACHING”

Coaching Perspectives



I'm delighted to be the guest editor of this special edition of **Coaching Perspectives**, which is focused on **Coaching for Social Change**. In South Africa, where I am from, we speak of 'Ubuntu', which reminds us of our collective humanity, and our responsibility toward one another and for the ecosystem that we steward. This edition brings a rich enquiry into the role of coaching as an agency for social change. Much of current coaching discourse is dominated by the commercialised for-profit world, accessed by a small group of well-resourced people.

As coaching practitioners, we know first-hand the power and value of coaching. Imagine if its reach can be extended beyond the boardroom to grassroots social justice organisations and movements for progressive global change. As human beings in a complex world we cannot clinically separate coaching in the boardroom from what's happening outside. Coaching that primarily drives corporate effectiveness and wealth creation, and insulates the private from the public and not-for-profit sectors, is a disservice to our common humanity.

The coaching profession is called to the work of social justice. This work cannot be outsourced to non-profits and charities, but needs to be an integral part of sustainable coaching practice. This insight came later in the life of John Whitmore, whom we regard as a pioneer in coaching practice. These two quotations from the fifth edition of Sir John's *Coaching for Performance* sum up his views:

I discovered that the issues over which I was able to have some influence and the one I was most passionate about were all related to justice. I cared about many other things, and was always supportive of others who were dealing with them, but it became clear that social justice was my path.

His book goes on to challenge and encourage a coaching practice that is not value-neutral, but one that takes seriously and prioritises coaching for social impact:

I have come to the firm belief that in this day and age, and with the responsibility they have, coaches have to be more than an empty vessel, a mirror, or a slave to their clients' agenda. They should be well informed and up to date with global affairs and trends, especially about environmental and economic degradation, social justice and social distress, psychotherapy and spirituality.

Coaching as an agency for change requires critical social consciousness on justice issues. The United Nations Development Programme Sustainable Development Goals are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. This call provides an opportunity for coaches to partner with non-profits, social justice organisations and movements for progressive change. Several case studies and articles in this magazine highlight the need for coaching in these fields – and celebrate stories of change through coaching partnerships.

Transformed leaders will transform the world. Coaching for social change requires leaders to grow in self-awareness and be mindful that deep inner work is required for the demanding work of social justice. It also requires coaches to be mindful of their privilege and personal power, inviting a practice that is grounded in humility, curiosity and authentic partnership. Several articles model the partnership of coaches from the for-profit sector engaging with coaches and clients in the non-profit space. The value of supervision in this cross-sectoral coaching space is also explored in our professional practice section.

One of the less obvious global issues relates to the scale and challenges related to ageing. Our **Deep Dive** research section focuses on the psychology of ageing and the role of coaching in addressing this global social challenge. We are also experimenting with the integration of a podcast with our feature articles on page 49. Let us know how this works for you.

Finally, with deep sadness we acknowledge the passing away of John Rowan, who was known as one of the 'founding fathers' of humanistic psychology.

I hope this edition encourages you to explore partnerships with social justice organisations. Let's together coach for global change.

A handwritten signature in black ink, appearing to read 'Stanley Arumugam'.

Stanley Arumugam
Guest Editor

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JOHN ROWAN – TRIBUTE TO A FOUNDING MEMBER AND LEADING LIGHT OF THE ASSOCIATION FOR COACHING



John Rowan sadly passed away in June at the age of 93. John was a longstanding member of the Association for Coaching and known as the father of humanistic psychology in the UK, joining the Association for Humanistic Psychology in 1969 and continuing to shape the profession, both as the association's chair and through his influential writing. With its emphasis on human existential values and the human drive to self-actualise – to fulfil one's potential – humanistic psychology is one of the foundation stones of coaching.

As one of the founding members of the AC Special Interest Group in Supervision, John made a tremendous contribution to the working party that designed the Coaching Supervisor Accreditation Scheme, which has ensured that the programme is rigorous, robust and fit for purpose.

John will be sorely missed by his many colleagues at the AC, not least for his great sense of humour, his passion and his ability to encourage open discussions amongst diverse individuals. All at the AC offer our sincere condolences to John's wife Sue, his children and grandchildren at this sad time.

Jeannette Marshall
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HOW TRANSFORMATIONAL COACHING CHANGES LEADERS, WHO IN TURN CAN CHANGE THE WORLD

A coach's ability to demonstrate 'love in action', through compassion and care, is vital in influencing change, according to **Robert Gass**. The co-founder of the Rockwood Leadership Institute and the Social Transformation Project talked to **Sue Stockdale**, Deputy Editor, about his work.

Most leaders feel isolated. As their level of responsibility grows, there are fewer and fewer people with whom they can confide. Some of the most important gifts that we coaches bring to leaders are non-judgemental attention, presence and deep listening. This oasis from the daily onrush of events, and the companionship in self-reflection, can often be enough to help a leader find a way forwards with the issues they may be facing.

This is a core part of Gass' transformational approach to working with leaders, in which the most important job of a coach is to help clients deepen into their own sense of power and agency so that they can generate and implement their own solutions to the challenges they face.

For the past twenty years, Dr Gass has dedicated his work to supporting social change leaders, their organisations and movements. In his experience, most social change leaders naturally orient externally towards the strategies they believe will best address the pressing needs of injustice, economic inequality, climate and human rights. What these passionate and committed leaders are less likely to focus on

is how their own behaviour and that of their colleagues may be one of the major barriers to their success.

Over twenty years ago, Gass co-founded the Rockwood Leadership Institute with an aim to help leaders understand that who you are affects the results you get in the world – that, in the words of Mahatma Gandhi, to change the world, we have to be the change we want to see. As great leaders have always demonstrated, we need to lead with vision and hope rather than fear and anger. And importantly, successful social change demands collaborative skills even more than individual performance.

At that time in the USA, any type of psychological or spiritual work was often viewed with indifference or suspicion. Not only did the Rockwood Leadership Institute pioneer making this approach acceptable, but it is now also one of the most respected places for training social change leaders in the USA, with over 8,000 graduates. In recent years, Gass has also begun demonstrating the power of this approach globally, with social change leaders from over twenty countries having participated in his programmes.

While this work with leaders has focused mainly on training and individual coaching, Gass and his partner Jodie Tonita have also recognised the powerful opportunity to leverage the relationships and shared approaches among these trained leaders for building stronger social movements. Gass and Tonita launched a second NGO, the Social Transformation Project, with the aim of building collaboration within and between the social movements in the USA. The Project now works in close partnership with Rockwood, building networks of influential leaders across all the broad social groupings to raise the collective impact of the social change sector in the United States.

The success of both the Rockwood Leadership Institute programmes and the Social Transformation Project has helped to create great demand among leaders for bringing this transformational work back within their organisations: to link up the inner work (working on self) with the outer work (the focus of the organisation). Gass has trained over 300 consultants and coaches in his 'Art of Transformational Consulting' programme, whose alumni have formed a network and online community of practice. 'We have been reshaping the notion of consultants/coaches as simply vendors who supply whatever clients want, to seeing ourselves as the healers, shamans and midwives with their own vision and agenda to create more powerful leaders, organisations and movements for social change.'

A TRANSFORMATIONAL APPROACH

Many change efforts fail. For example, gym memberships double in January, but, as New Year's resolutions fade, numbers return to normal by March. Similarly, research by the McKinsey Consultancy has shown that 70% of organisational change efforts fail. The success rates of social change efforts are most likely even lower.

Gass promotes a transformational approach to change that strives to address one of the primary causes of these failures: the lack of a truly systemic approach. 'Individuals, organisations and societies are systems, but most change efforts focus on one aspect of a system. While the change effort pushes on this one variable, we often see what looks like change begin to happen; an individual we're coaching begins to try a new behaviour; a team begins to communicate better. But the thing we're seeking to change is usually connected to a larger system, and systems tend towards maintaining a homeostasis. That is, once the effort to change relaxes, other elements in the system that are intimately connected to this change begin, like a stretched rubber band, to pull back the system to its original shape. The elements of systems are interconnected and interdependent. To create change, we must attend to all the key elements that impact the desired change.'

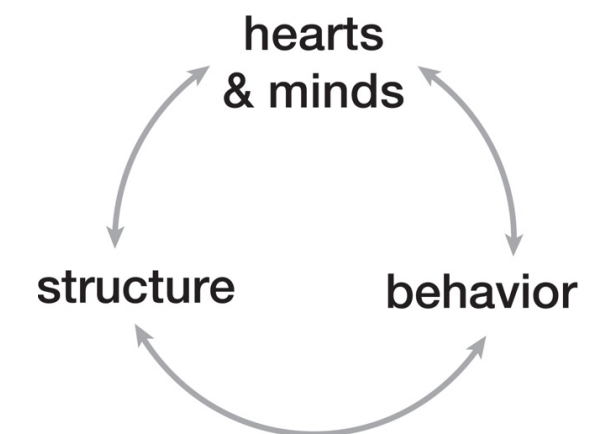
Gass trains leaders as well as their coaches and consultants in a very simple model, *The Wheel of Change*. This asserts that in order to change something involving human beings – whether it be a change in an individual, team, organisation, or society – we must attend to three dimensions of that system:

Hearts & minds: all that goes on inside people; their motivations, beliefs, emotions and perceptions

Behavior: all the choices that people make to act or not act

Structure: the external world which people inhabit; the structures, processes and rules that so greatly impact on both people's 'Hearts & Minds' and 'Behavior'

THE WHEEL OF CHANGE



© Robert Gass 2010

Many coaches and consultants tend naturally to orient more towards one of these domains. *The Wheel of Change* invites and challenges change agents to ensure that we attend to each of them.

'In working with people, we engage with their belief systems, what they feel, their dreams and aspirations, the meaning they make and how they construct their own internal reality. Using transformative tools, it is often possible to help create real breakthroughs in the domain of Hearts & Minds.

'But helping to shift Hearts & Minds is usually not enough. Out of our inner reality, we make choices about how to act and not to act, about what to say and not to say. Trying to change behaviour without looking at what drives that behaviour usually fails. But, conversely, unless our discoveries in how we think and feel are translated into new behaviour, our world does not change.

'We see the same phenomenon when trying to make changes in the structures of our lives. Many change efforts seek to make shifts in external reality: to improve performance by reorganising reporting relationships, to change individual behaviour by creating new work processes or scheduling. But attempts to make these external changes are stymied again and again by failing to address the inner life and behaviour of the human beings that have to implement and interact with the external changes. Then, it is equally the case that the structures in which we live have huge impact on our inner life and behaviour. Trying to coach people without helping to address the structures of their lives is usually but a partial solution to their needs.'

NON-PROFITS VS. FOR-PROFITS

With regard to coaching, while the tools of the coach are similar regardless of environment, Gass emphasises the critical need to be appreciative and understanding of the culture and context in which coaches work.

Having served equally in both worlds, Gass has observed that there are things that non-profit and corporate leaders can learn from one another. Business leaders, if they're successful, know how to get things done. The need to make profit and the ever-present threat of competition demands disciplined performance and innovation. If leaders fail to perform, companies die. But many businesses and those who work there lack a sense of purpose beyond profit; they lack social contribution and personal meaning. Furthermore, large corporate systems can generate a sense of powerlessness in those who work there; they are bureaucracies where individuals lose their sense of agency and become too accepting of and obedient to authority.

By contrast, most non-profits have very clear and meaningful purpose, and those who work there are quite often passionate about what they are doing. However, their income – derived from grants and contributions – often bears little connection to the actual results they create, so there's often little useful economic incentive to drive performance. While most people in non-profits work very, very hard, their activity is not necessarily well-targeted or efficient. And unlike large corporations, many social change activists, whose external work is all about challenging authority, often have trouble both wielding and accepting leadership authority inside their own organisations.

TIPS FOR CORPORATE COACHES WHO WANT TO WORK IN THE SOCIAL CHANGE SECTOR

To those of you who would like to offer your skills in support of leaders and organisations working on our most pressing social issues: You can make a difference! Your gifts and experience are very much needed. Along with the obvious need to help build strength and capacity, many non-profits are needing to learn how better to collaborate with both business and government in tackling issues such as economic development, human rights and climate change. Your experience in these sectors can position you to be a bridge in supporting more effective partnerships.

But having mentored many coaches from the corporate world seeking to offer their services to non-profits, Gass stresses that you should be prepared for your own learning about how to be effective in this radically different environment.

1. Understand what drives non-profit leaders

The normal pressures that all people experience tend to be magnified for leaders because one's successes and failures play out on a public stage and can have an impact on so many people. While in business there's the relentless pressure of needing to make a profit, in the social change sector leaders feel immense pressure from the needs of the

communities and missions they serve. This pressure is what causes so many activists to continually try to do more than they can realistically achieve in a sustainable manner. To be of use to social change leaders, a coach must be able to empathise with the way in which their clients wake up every day: feeling the pain of their refugee community, for example, or the looming threat of climate change.

2. Be aware of limited resources

One of the first shocks to corporate coaches coming to work with non-profits is the relative scarcity of resources. 'Most non-profits are already trying to do way too much with too few resources,' says Gass. 'Being so mission-driven, their resource priority is always their service or campaign. Your social change client may not have an executive assistant or chiefs of staff to whom to delegate tasks. You will probably need to let go of corporate-world assumptions about the degree of tech support, materials, travel budgets and overall organisational capacity. Those coming from for-profit environments run the risk of seeming naïve or impractical with recommendations not well-attuned to non-profit realities. (But at the same time – be prepared to be inspired by how hard activists work in service of their mission).'

Gass warns coaches: 'In contracting with non-profit clients, be careful not to fall into their own pattern of setting unrealistic expectations of what can be achieved with what resources. (Or be willing to donate lots of free time to make up the difference).

'In hearing non-profit leaders talk about limitations, coaches with a transformational approach may err by assuming that the main problem is limiting beliefs or lack of imagination rather than real limitations and unacceptable trade-offs. These limitations are on the one hand real, but it will also be the opportunity and the gift of coaches with for-profit experience to be able to mindfully challenge the self-limiting mindsets that actually are prevalent among NGO leaders and their organisational cultures.'

3. Engaging with cultures of urgency

According to the decision matrix of post-war US President Dwight D. Eisenhower, most social change organisations spend most of their time fighting fires with deadline-driven campaign work in **Quadrant 1** (*Important and Urgent*).

While the need for coaching and capacity-building may be apparent, the necessary time and attention can easily get lost in the intensity and urgency of non-profit work. Gass suggests that part of your role as coach will be to keep making the case for **Quadrant 2** work (*Important but not Urgent*). You will need to continually remind people that part of the reason they are getting stuck in 'Urgency' is a lack of investment in visioning, planning, capacity-building, relationship-building, evaluation and leadership development (including coaching).

4. Unsustainable ways of working

In Gass' training programmes, probably the greatest complaints from social change leaders are overwork, stress and burnout. When Gass began working with activists

decades ago, people would talk about how exhausted and burnt out they were – almost as a badge of honour to show they cared. He found that simply making the case for better work-life balance was insufficient motivation to get people to change. Activists were too ready to sacrifice their own well-being for the causes they believed in. It was only when he began to talk about balance (or 'personal ecology' as his training calls it) as a performance issue that people began to listen. Stress, lack of sleep, overwork – all these reduce the quality of strategic thinking and lead to frantic activity that may or may not yield results. Teamwork goes down. People become emotionally reactive and un-resilient. Gass reminds people that their issues are not going to be solved today, and that leaders must model training for marathons rather than trying to continually run sprints year after year.

He suggests 'This is an area where your social change clients can really use your help as coaches – a full Wheel of Change approach. Help them shift their beliefs about balance, create a vision for change, begin to shift behaviours and transform some of the structures that promote overwork in which they habitually operate. But, as a coach, also understand how deeply embedded these attitudes and habits are in most non-profit cultures. Be compassionate and patient... yet persistent in addressing them.'

5. The need for collaboration

While many businesses can fulfil their missions with the resources within their organisations, this is not the case with most social change organisations. The challenges they take on are huge: poverty, climate, injustice, hunger. And most non-profits are relatively small, competing with other organisations for limited and inadequate resources. What's required is collaboration – and lots of it. Ideally, organisations working on the same issues would synchronise strategies and pool resources. Non-profits need to learn to partner, when appropriate, with business and governments. It would even be important for non-profits to learn to better collaborate across the usual silos that separate social change missions, as many issues are inter-related. Climate change will not be solved when economic injustice drives unsustainable development; immigration will not be solved when violence continues to drive whole populations from their homes.

Building collaboration is classic *Important but not Urgent* work, and as such rarely gets prioritised if measured against its actual importance to the success of mission. Collaboration skills tend to be under-developed among activists. And even when you have leaders with the skills, appetite and desire for collaboration, they are usually torn between what it takes to run their own organisation and the time and energy needed to build successful external partnerships.

There is a potentially valuable role for coaches and consultants in helping to advocate the value of collaboration, support developing these skills, and help make and nurture connections with potential partners.

6. Lack of training and development for leaders

Gass reminds coaches that they need to be aware that non-profit leaders often have had considerably less training, mentoring and investment in their development than their for-profit counterparts. 'Their learning has more often than not come from being thrown into situations and succeeding purely by innate intelligence, sheer will and perseverance. Be prepared to offer more teaching and training in basic skills to many non-profit clients. They will most likely be deeply appreciative, as they are usually aware of their limited formal leadership and management training.'

MONEY AND COACHING IN THE NON-PROFIT WORLD

To state the obvious, for-profits pay more. Most non-profits are financially stretched, chronically trying to do too much with too few resources to meet the critical needs of their mission. Coaching may seem like a luxury, and funders are often more interested in giving money to programmes and services than to capacity-building. Gass notes: 'Many of the corporate coaches [that I know] use a "Robin Hood" approach: charging for-profit clients higher rates, allowing them to charge non-profits on a sliding scale or even offering *pro bono* services.'

A THREE-STAGE PROCESS

Because the leaders we coach in the social change sector face so many immediate problems, it is tempting to jump right in with solutions.

Those of you reading this probably have your own methodologies. In Gass' training for coaches and consultants, however, the approach is 'more about teaching leaders to fish rather than providing fish dinners. In other words, while problem-solving is obviously important, '... we believe that the greater gift that a coach can give is to help support leaders in helping them to solve both the immediate problem, while learning to develop their power and confidence to carry forward into the future.'

Gass' transformational approach to coaching is a three-stage process:

Stage 1. Attending

First and most important: 'Before we start focusing on solutions, we begin with the simple yet profound gift of deeply paying attention to another person.' Being listened to, Gass believes, is one of the most basic human needs. 'Before anything else, your first job is to really be with them. Leaders are isolated – there are few if any people with whom it is completely safe to be fully transparent, people who have no other agenda than [the other person's] well-being. Your presence, empathy and compassion have tremendous power. In our rush to fix things, we often skip this part. If we do, we may fail to build needed rapport and trust, our solutions may not be right, or even if they are the client may not feel sufficient ownership of them. We may have created unwanted dependency rather than helping to empower and grow the

capacity of our client. A surprising percentage of the time, our being fully present is actually all the client needs. In the quiet space created by your deep listening, the person often can more fully access their own inner wisdom and life experience, then solve their own problem. What a gift!

Stage 2. Shifting

At other times, more is needed. 'Sometimes your client's sense of agency, their mental clarity, their ability to access their inner wisdom, is occluded. Now is when it becomes tempting for a coach to come in with a solution, to tell them what they need to see or do. We suggest that the coach's job here is actually to assist the client in finding their own sense of power, their clarity and their own wisdom. There is a wide range of transformational coaching tools to help people get centred, get clear, deal with emotional triggers that may be in the way of their inner power, to calm the waters of the mind and to unpack self-limiting beliefs. When this has been successful, you no longer have a client dependent on the coach for solutions, but rather the client experiences being resourceful, finding pathways they can later revisit to access their own inner power.'

Stage 3. Planning

In transformational coaching, only now do we do what some coaches believe is their main job: planning and problem solving. 'If we have actually successfully done the first two stages, this part is often surprising easy. The full intelligence and power of the client is now available to meet the particular challenge of the moment. As coach, you have an empowered partner with whom to co-create. And most importantly, your coachee comes away from the interaction with not only a solution to a particular problem but also with greater leadership capacity and faith in themselves.'

CONCLUSION

Gass believes that along with their experience and technical skills, the greatest capacities of both coaches and leaders are their own state of being, their own qualities of authentic power, their presence, their mental clarity and access to their own inner wisdom. At our best, we literally become a walking agent of transformation. None of us lives in this state every hour of every day, but with dedicated commitment to our own spiritual, emotional, psychological and professional development, we develop greater capacity to show up more of the time in what Gass calls our 'zone of leadership'.

'I think both coaches and leaders are privileged to have jobs that serve others and ask us every day to wake up. For so many people, the need to make money requires work that at best is uninspiring, and at worst is mind-numbing, toxic or spirit-killing. For most of you reading this article, you have the opportunity to do work that not only has the possibility of providing a sense of meaning, but actually asks that you learn and grow. To be a great coach, you are invited to be present, to access your compassion and your inner wisdom, and to come more fully alive. What a blessing!'



ABOUT ROBERT GASS

Dr Robert Gass is formerly a coach and consultant to CEOs of global corporations. He is currently dedicated to leadership development and movement building for social change. Co-founder of the Rockwood Leadership Institute and the Social Transformation Project, Robert works with several global environmental, social justice and human rights groups, as well as having been executive coach for six years to the Obama White House. He also trains coaches and consultants in a transformational approach to change.

Follow this link to access his free online toolkit, with over 125 transformational tools, assessments and articles:

<http://stproject.org/resources/>



ABOUT SUE STOCKDALE

Sue Stockdale is an AC-accredited Master Coach and coaching supervisor, working for over twenty years with leaders in business, elite sport and non-profit organisations in the UK and North America. In 1996, she was the first British woman to ski to the Magnetic North Pole and has completed many other expeditions in hostile environments. In 2014, Sue received a global coaching leadership award at the World Coaching Congress in Mumbai, India. Sue has written and co-authored eight books and is Deputy Editor of *Coaching Perspectives*.



INSPIRING AND ENABLING LEADERS TO DELIVER A SUSTAINABLE FUTURE

Jean Sellar provides an introduction into how a UK-based charity is enabling leaders around the world to learn, think and act differently.

Picture the scene. Rural Upper East Ghana, in a hotel with intermittent power and water, sacred crocodiles and ancient baobab trees. Twenty-three staff and leaders from a non-governmental organisation that works with a local women's group to connect them with international markets, share their learning with three members of Caplor Horizons' team, amidst copious amounts of laughter.

This was my reality for a week last October. As a staff member of Caplor Horizons, a not-for-profit organisation that specialises in organisational effectiveness and change, I am fortunate enough to have many memories that share a similar theme. However, this one sticks in my mind in particular – for many reasons – but primarily for the way in which it highlighted the sheer joy and power of bringing together a group of individuals inspired to make a difference and providing them with the tools to enable this.

In his 2013 book *Leading from the Emerging Future*¹, action researcher and academic Otto Scharmer argues that society has entered an 'Age of Disruption', characterised by multiple divides, transitioning populations and rapidly changing environments and technologies. In this ever-changing and increasingly complex world, 'business as usual' is not a viable option. Therefore it is now vital that leaders are able to let go of the past, suspend judgements, and think and act differently about the future they are creating.

Four years ago, in April 2014, Caplor Horizons was established as a charity in the UK with the purpose of *inspiring and enabling leaders to deliver a sustainable future*. Operating a volunteer-based model, with over 50 skilled and



experienced advisors, the organisation has since worked with a great variety of leaders, charities and businesses around the world.

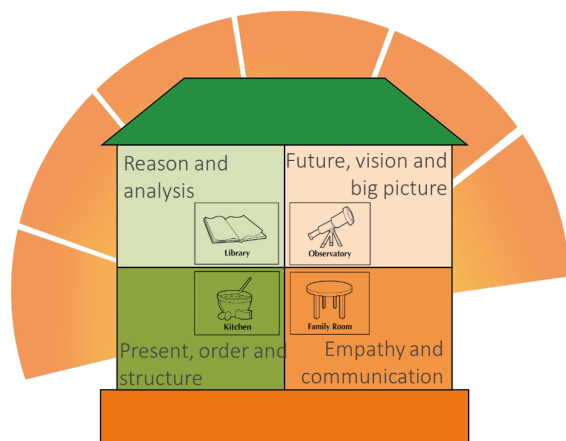
Echoing the sentiments of Scharmer, the organisation has been characterised by the way we approach working with leaders and organisations: focusing on encouraging and enabling them to think differently about the challenges they are facing, the opportunities available to them, and the vision they are working to create.

Fast forward three and a half years, and the energy and passion captured in that hot hotel room felt like a testimony to this approach.

A strengths-based approach laid the foundation for how we worked; as management guru Charles Handy states: 'Do the best at what you are best at for the benefit of others.' In this context, encouraging and enabling self-reflection and feedback to help the team members better understand, identify and articulate their strengths and preferences.

At the heart of this is the *Caplor House*, a leadership development and organisational effectiveness model that builds on both psychological frameworks and neuroscience to provide a common language for understanding ourselves, others and our preferences. It also enables a structure for approaching challenges and opportunities from different perspectives and therefore acts as a powerful coaching and mentoring tool.

The Caplor House is built on a foundation of learning with a roof of sustainability. Inside there are four rooms which represent different preferences for the way we think and act. The Caplor House provides a language for learning, and the way people move amongst the rooms through staircases and connecting doors enables leaders to learn how best to extend and adapt their preferences: how to build agility and flexibility where required, as well as how to build better communications and empathy with colleagues who have different preferences.



© Caplor Horizons

As each room of the house represents a different way of thinking, it also can be characterised by different styles of coaching and mentoring type questions, for example:

LIBRARY

- Why do any new insights you've gained matter to you?
- Why is there a need for change?
- Why is it important that this learning is applied?
- What will be the benefits of making these changes?
- Why is this course of action better than other ones you have considered?
- What is the cost of this (time, money, energy, anxiety) and is it worth it?

OBSERVATORY

- How are you thinking differently?
- What excites you about the changes you want to make?
- Are there new people and networks you want to connect with?
- Is there anything you could do differently immediately in order to see a positive result?
- Can you imagine yourself/your team/your organisation a year from now, having succeeded in using this learning? What will be happening?
- How does this new learning connect to other things you are involved in – at home, in your community, in relation to outside interests?

KITCHEN

- What will you start, stop or continue to do?
- What, exactly, will you do?
- What is the timescale you are working to? Are your plans realistic?
- How, when and with whom will you do this?
- How will you know you have succeeded?
- Are there any additional tools or resources that would help you? Where could you find them?
- What is the timescale you are working to? Are your plans realistic?
- What quality standards are you working to? What is 'good enough'?

FAMILY ROOM

- Who will be able to support you?
- What kind of support will help you most?
- How easy do you find to ask for help when you need it?
- What is most important to you about the changes you want to make?
- How confident do you feel about applying your learning?
- What can you do to reward and motivate yourself to keep going?
- How will you communicate your plans, successes and struggles to others?

Through using these different questions, or by going for a 'walk-around the house', we encourage people to approach their challenges, learning and opportunities from different angles – taking them away from their natural preference and into a space of consciously thinking differently.

The power of this lies in the awareness of our own preferences and the ability to be conscious of the need to think differently – and having the tools to enable this. Like many models, the Caplor House is our way of facilitating this process and raising levels of consciousness.

It was an absolute privilege and pleasure to be able to contribute to the great work of the team in Ghana through providing them with this tool for consciously thinking differently. Following the exploration of our personal preferences, the leader of the organisation was struck with the realisation of how their preference for 'kitchen-like' process and action may not inspire or translate for others in the organisation. He was lit up by the connections made between this strong orientation towards process and structure and the tension occurring in the recruitment and HR aspects of the organisation. As we wrapped up our work and said our goodbyes, he and the other members of the team exuded energy and enthusiasm for further developing the diversity of their organisation and facilitating this through their own consciousness and valuing of learning, thinking and acting differently.



ABOUT THE AUTHOR

Jean Sellar is the Partnerships and Programmes Coordinator at Caplor Horizons. She believes people are the building blocks for sustainable change, and that everybody should be given the opportunity to contribute their skills and passion to this growth. Since mid-2015, her time with Caplor Horizons has included working with various organisations, including United Purpose Malawi, TechnoServe Uganda and Misesan Cara. Jean also co-authored a paper on triple bottom line. Prior to this Jean led a team of volunteers in Ghana on an inclusive education project.

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“We cannot solve our problems with the same thinking we used when we created them.”

Albert Einstein

THE DARING DREAM OF DEEP DEMOCRACY

US-based coach **Martha Freymann Miser** describes the Lewis Method of deep democracy: an approach to conflict resolution that ensures all voices are heard, as the pathway to greater wisdom and creativity for all.

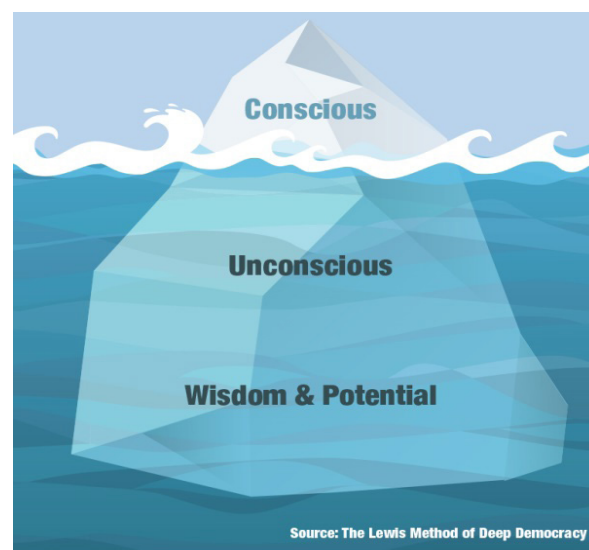
In early 2017, two colleagues – one American, the other Dutch – described ‘deep democracy’ to me. I was immediately drawn to the idea, and, by late September, found myself on a plane to Halifax, Nova Scotia, to learn more about this unique and powerful set of tools. In the months since, I’ve been studying, experimenting and sharing those tools with others.

THE LEWIS METHOD OF DEEP DEMOCRACY EXPLAINED

The term *deep democracy* comes from psychologist and physicist Arnold Mindell. He defines it as a ‘belief in the inherent importance of all parts of ourselves and all viewpoints of the world around us.’¹

In the late 1990s psychologists Greg and Myrna Lewis developed a set of tools to support South Africa’s transition from apartheid. They based those tools on Mindell’s work. Since Greg’s death in 2003, Myrna has continued to expand the Lewis Method, now being taught in more than twenty countries. Surprisingly, little is known about this method in

the United States. In fact, there are only three teachers of the method in North America, all of them Canadian. (That’s why I got on the plane to Halifax).



The Lewis Method is a pragmatic and flexible set of tools for resolving differences of opinion, ranging from minor disagreement to outright conflict. The basic premise is that the collective wisdom and potential of any team can be fully realised only when all voices are heard, particularly those in the minority. From this perspective, conflict isn’t an obstacle to be avoided but a pathway to new energy and creativity.

Whereas most conflict-resolution methods assume that people are rational, deep democracy recognises that humans are emotional, meaning-making beings. One metaphor the Lewis Method uses to illustrate this dynamic is an iceberg:

- Above the water line is our collective **conscious**. In the conscious, all parties are present, discussions are rational, and participants feel free to speak openly.
- Just below the waterline lies the mysterious collective **unconscious**. This is the non-rational realm of emotions, thoughts and ideas that aren’t shared with the larger group.
- The untapped **wisdom and potential** of the minority is released by lowering the water line, making it safe to discuss alternative views with the whole group.

The purpose of the Lewis Method, then, is to offer skills and tools that lower the water line so as to enable open productive conversations. What an elegant idea!

A BEGINNER’S MIND: LISTENING FOR THE ‘NO’

It’s the first day of the Halifax workshop, and we’ve chosen a contentious topic for our practice round: the removal of municipal statues honouring controversial historical figures. No lightweights in this group. As our facilitator, Sera, guides us through the process, I’m aware that she is listening in a way I haven’t experienced before. I can’t put my finger on it, but I know there’s something here I want to learn.

Since Halifax, I’ve had opportunities to experiment with my new skill set at an international conference, in a university workshop, and with my corporate clients. Some of the tools are easy to incorporate into my daily practice; for example, asking a simple question like, ‘Who else feels that way?’ makes it safer to bring up different points of view.

Although I’m no stranger to difficult conversations, some of the techniques are more challenging, requiring a ‘beginner’s mind.’ I’m struck by the fact that the method doesn’t work towards compromise or consensus. Indeed, this is a radically democratic, non-judgemental approach that doesn’t set out to change anyone’s point of view.

As Myrna Lewis says, ‘The problem with the democratic minority is not its opposition to the majority view. The problem is that its position has been forced underground, where it’s out of sight and can’t be addressed.’² As I observed in Halifax, the most difficult skills are learning to listen for this unsaid ‘no’ and then identifying the opposing values, perspectives and viewpoints left unspoken.

To that end, the Lewis Method helps participants separate their ideas from themselves. It gives them *fluidity* – the ability to move back and forth between different perspectives with less attachment and more curiosity. And in the process of ‘saying it all,’ they achieve new insights that translate into buy-in and better decisions.

At this point, I can’t claim to have mastered these skills, but even if my initial attempts have felt a bit awkward, the experience has begun to shift the way in which I understand and work with conflict.

FROM RIGHT-WRONG TO A VIBRANT FIELD OF ENERGY

Back in Boston, I’ve organised a deep democracy workshop that has attracted an extraordinary group of people from across the United States. When I ask why they’ve come, I’m struck by how many use the phrase ‘since the election.’ They talk about polarisation, how it’s spreading in their families, workplaces and communities. And they’re concerned that their skills need honing to be effective in this environment. Of course, the tensions aren’t new, but they’re growing, fast becoming bigger than this city or this country. It feels like a conversation we could be having anywhere on the planet.

For many years I’ve been exploring the nature of democracy in our political systems as well as our organisations. In recent years this inquiry has taken on more urgency as democratic institutions struggle with the demands of a chaotic world, opening the door to those who question the very idea of democracy.

Clearly some fresh thinking is in order, and, once again, Mindell’s theories help shed new light on these gnarly problems. In my mind, Mindell’s most important contribution is the way in which he applies his knowledge of quantum physics to human relationships. Consider classic Newtonian theory: in a Newtonian world, conflict occurs when individuals or factions have become adversaries, staking out rigid and opposing views, driven by an inherent belief that one side is right and the other wrong. It’s exactly this unexamined notion of *right* and *wrong*, this illusion of two sides, that keeps us stuck in unresolved cycles of conflict.

In contrast, the quantum worldview sees human systems (e.g. organisations and societies) as continuous vibrating *fields of energy*, not discrete and separate individuals. If, as Mindell asserts, humans are all inherently connected in a field of energy, then there are no real factions, no place for my beliefs, emotions or behaviours to be right and yours wrong.

As I write this, I realise that this is the true power of the Lewis Method – and what Sera was listening for back in Halifax: not individual opinions, but the full array of possibilities. Perhaps the great thirteenth-century poet Rumi captured it best: ‘Out beyond ideas of wrongdoing and rightdoing, there is a field. I’ll meet you there.’³

The Lewis Method, with its practical tools, is clearly a powerful means for peace-building, conflict resolution and social change. And both Mindell and Lewis call all of us – practitioners, coaches, and consultants – to carry out this work. ‘The world situation is everyone’s task. We cannot afford to leave it to others,’ says Mindell. In this spirit, I ask you too to take on the challenge of creating organisations and institutions that will make deep democracy a reality.



ABOUT THE AUTHOR

Martha Freymann Miser is founder and president of Aduro Consulting, a Boston consulting and coaching firm specialising in leadership and change for purpose-driven companies. Prior to this, Martha held leadership positions in both public and private sector organisations. Her fourteen years in the financial services sector include four years living and working in the Netherlands where she was Global Head of Leadership and Change for ING. Martha has an MPA in Public Administration and a PhD in Leadership & Change.

1. Mindell, A. 2014. *The Leader as Martial Artist: An Introduction to Deep Democracy*, p. 13. Florence, OR: Deep Democracy Exchange.
2. Lewis, M., with Woodhul, J. 2008. *Inside the No: Five Steps to Decisions That Last*, p. 19.
3. Barks, Coleman, trans. 2004. *The Essential Rumi* (new exp. ed.). New York: HarperOne.
4. *The Leader as Martial Artist*, p. 14.



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The Association for Coaching enters an exciting new partnership with Henley Business School

We talked to **Jonathan Passmore**, director of the Henley Centre for Coaching, about the exciting new partnership and what it offers Association for Coaching (AC) members.

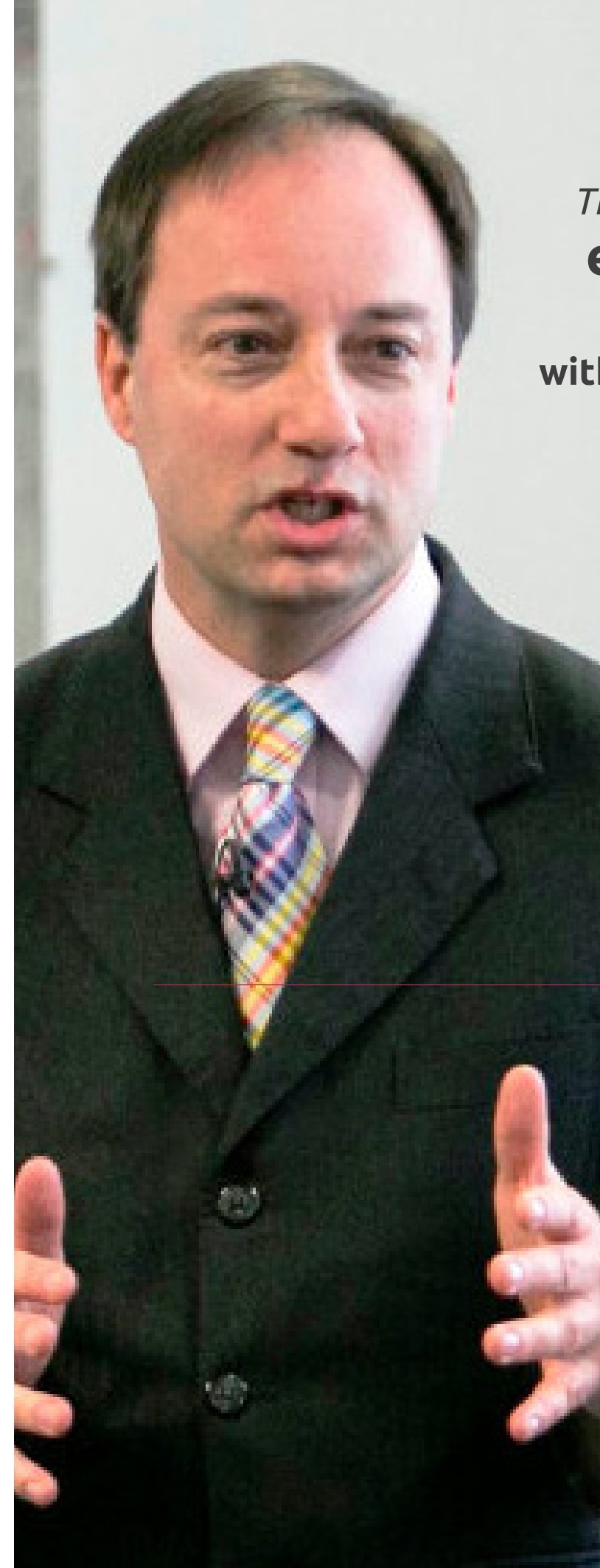
You have been a friend of the AC since it was formed; why do you like working with the AC?

I have been privileged to work with the Association for Coaching since 2005. This started as a partnership on *Excellence in Coaching*, published in 2006, and grew into seven volumes, culminating in *Mastery in Coaching* in 2015. The series helped establish the AC as a thought leader in evidence-based coaching. The AC has built on this position through its journal, *Coaching: an International Journal of Theory, Practice and Research*, which I have contributed to as Associate Editor.

What are you doing now?

Like many colleagues in coaching I have a portfolio career. I combine a coaching and consulting practice with writing and two academic roles. I am a professor of psychology at the University of Evora, Portugal, where my role is focused on doctoral supervision and research. The second role is as director of Henley Business School's Centre for Coaching.

I also enjoy writing and researching. I've just completed another series with Wiley Blackwell, which consists of eight volumes covering occupational psychology, and I'm now working on a book with Marshall Goldsmith: *Mastering Executive Coaching*, which is due to be published at the end of 2018.





What is Henley Business School?

Henley was originally formed as a management college back in the 1950s. In 2007 it joined the University of Reading in order to secure its own degree award powers, and is now recognised as a leading business school; it is ranked number No 3 in the world for its executive education programmes, which include coaching.

Henley has the most idyllic location, sitting on the banks of the River Thames – just 40 miles from central London but in the heart of the country. What most people don't know is that the university also operates in Europe, Africa and Asia, with campuses providing a wide range of programmes, making it a truly global university.

What does your role at Henley involve?

As director of the Centre I am responsible for the coaching activities at Henley. This includes our MSc in *Coaching and Behavioural Change*, designed for experienced coaches to deepen and develop their knowledge and understanding of coaching theory and practice through approaches such as acceptance and commitment coaching, as well as motivational interviewing. This programme runs in the UK and in South Africa.

We also run a hugely popular *Professional Certificate in Coaching*. This is a multi-accredited programme, with

accreditation from the Association for Coaching. The programme runs every month throughout the year and is delivered in the UK, several EU countries and South Africa. We are also currently exploring taking the programme to New Zealand, South America and Asia through partnerships with other institutions.

Aside from these programmes we also offer skills training in coaching and are launching a *Professional Certificate in Supervision* in the autumn, in partnership with Bath Consulting Group, Peter Hawkins, Nick Smith and Gil Schwenk. A few places are still available for those wanted to kick-start their supervision training.



What does Henley offer for experienced coaches?

Our Centre also offers a wide range of continuous professional development opportunities for more experienced coaches. The centre was originally set up for Henley alumni, but we have now opened this for AC members to join – at the same price.

The Centre offers free monthly webinars, free access to coaching journals and access to the online library, which includes thousands of eBooks, magazines and journals on coaching, consulting and management. There are also free online mini-courses on subjects such as setting up your coaching business and marketing your coaching business, as well as an archive of research and past webinars to download and listen to at home or when travelling, all for just £45 a year.

What will the AC and Henley be doing together going forward?

Apart from Henley opening the Centre to AC members, we hope the link between the UK's leading university in coach training and the leading UK professional body in coaching will help us continue to ensure that practice is at the heart of our coach training, and that evidence-based research is at the heart of the work of the AC as it continues to develop and build the profession.

In specific terms, we are likely to see more joint events, such as conferences, collaborations on research projects and the development of joint practice papers as our two bodies work together to further the development of evidence-based practice.

To join the Henley Centre, you can find out more at: <https://www.henley.ac.uk/executive-education/coaching-and-behavioural-change/ee-coaching-centre-members>

To get the special AC rate of £45, members can email Viki Rice at: coaching@henley.ac.uk

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Where business comes to life

COACHING FOR SOCIAL CHANGE IN SOUTH AFRICA

A group of Learning Process Facilitators report on the Partners for Possibility programme aimed at improving educational outcomes in under-resourced schools in South Africa.

South Africa is one of the most unequal societies in the world, mainly due to the Apartheid legacy of inequality of opportunity. Twenty-four years after the arrival of democracy, this legacy prevails in the country's education system, where about 80% of public schools remain under-resourced and generate very poor education outcomes, thus perpetuating inequality and high levels of unemployment.

In 2010, Dr Louise van Rhyn launched the Partners for Possibility (PfP) programme, which calls on business, government and civil society to work together to generate the social change that is desperately needed in South Africa. PfP is a carefully structured and facilitated co-action, co-learning leadership development programme which partners school principals with business leaders on a year-long journey to improve educational outcomes in under-resourced schools. PfP has won numerous international awards for leadership development and social impact, and was recently named in the world's top 100 NGOs in the prestigious Geneva rankings.

The programme design is based on the 70-20-10 model for adult learning, in which 70% of the time is spent on action

learning, 20% on developmental relationships and social learning, and 10% on formal learning. The programme is strongly influenced by Otto Scharmer's *Theory U*, in that partners are encouraged not to launch into action too fast, but rather to use the first three months for developing a relationship of trust.

A pivotal aspect of the programme design is the use of qualified and experienced coaches as Learning Process Facilitators (LPFs), whose main function is to role-model the theory that underpins the programme and to guide the participants to engage with and deepen their learning.

The partners' relationship-building process is supported by attendance at Nancy Kline's 'Time to Think' one-day training course in which they learn that the 'quality of everything we do depends on the quality of the thinking we do first,' and how to become 'thinking partners' to each other by replacing attempts to help with curiosity about the other person.

Once they have built a strong foundation of partnership, the pairs start to develop a partnership plan aimed at improving

the functioning of their school. This phase is supported by a second training course, the two-day 'Flawless Consulting' workshop based on the work of Peter Block, where partners develop their collaborative leadership skills.

Mid-way through the programme, the partners attend a final training course, Block's two-day 'Community Building' workshop, which teaches participants how to create a sense of community and active citizenship with the various communities that engage with the school.

The LPFs facilitate six-weekly Communities of Practice sessions, in which a group of eight to ten partnerships, who travel on this year-long journey together, get together to share or deepen their learning and good practice, and brainstorm solutions to problems.

The LPF has monthly one-on-one coaching sessions with the business partner, and quarterly three-way sessions with the business partner and principal, in which they explore the 'I/we/work' aspects of the partnership. That is, they discuss how they are implementing what they are learning from a personal perspective, and how they are growing (the 'I'), how their relationship is doing (the 'we') and how they are progressing with their partnership plan (the 'work').

For almost all business partners, the school and the education system are unfamiliar territory in which they have no direct authority and can't give instructions. They are often also very frustrated by the instruction to start by being 'curious' rather than 'helpful'. LPFs play a very important role in guiding and supporting the business partners through what is often initially a deeply uncomfortable experience for them.

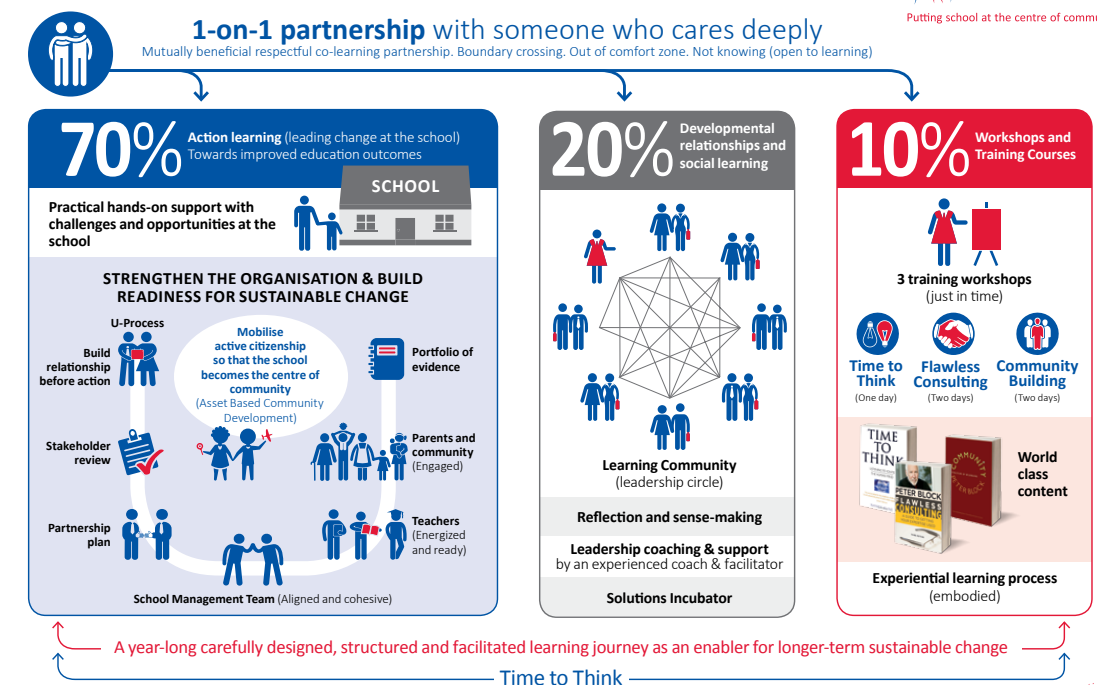
THE IMPACT OF ACTING AS A LEARNING PROCESS FACILITATOR

In the following section, three coaches describe how their experiences as Learning Process Facilitators has affected both their approach to coaching work and their identities as coaches.

PAUL ABRAMS

'For me, my key role as Learning Process Facilitator is to create an environment that builds relationships, ignites learning and enables constructive action. In order to achieve this, I coach, facilitate, consult and teach. All the business partners are offered a monthly coaching session. Unlike most of the leadership programmes I have worked on, in Partners for Possibility the coaching is not compulsory, and business partners can use their time with me in any way that best meets their needs. Apart from coaching, these sessions are used for coaching, advice on working with their partner, downloading, or using me as a sounding board. I have to be flexible in my approach, focusing on the purpose of the programme and the needs of the partnerships. Being a coach orients me towards listening and asking questions with the best outcomes coming from the participants through their awareness and exploration.'

PfP Methodology. 70-20-10 perspective



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CHANTAL DAWTREY

'Being a Learning Process Facilitator is very different from being a coach on any other programme I have encountered. It requires holding multiple roles, from facilitator and guide, to coach and mentor. These different roles afford a unique insight into the growth and development of the participants – particularly the business partners. The coaching process differs from others in that the business partners don't join Partners for Possibility for the coaching. It is sometimes a surprise that some business partners don't initially see the value of the coaching, but they do come to appreciate it in the end. The coaching itself is not pure coaching – sometimes the partner wants and appreciates the deeper reflective space offered by the monthly sessions. Some strongly resist any form of real coaching and just want a "meeting," yet will come into the early sessions asking: Am I on the right track? What should I be doing? Am I doing enough? So, coaching does happen whether they realise it or not.

'Exposure to the Time to Think, Flawless Consulting and Community Building courses have added valuable layers to my practice as a coach. Because we attend the training courses with our partnerships, we gain valuable insights into their learning and nuggets to take into the coaching space. My coaching sessions are offered as a thinking space. I need to hold the anxiety of the business partners, who find themselves completely out of their comfort zone in a school environment where they have no control. Reining in their need to do, do, do while supporting the relationship-building that is the foundation and the focus of the first half of the programme is so important.

'Being a Learning Process Facilitator requires flexibility, being able to suppress the desire to rescue in often overwhelmingly difficult environments and being comfortable working with diversity. It has made me a better coach and a better citizen.'

NICKY BUSH

'My passion is to help people navigate different perspectives, to celebrate diversity, to grow and learn from one another. As a coach and Learning Process Facilitator, I have the privilege of bringing people together from different backgrounds and cultures to share ideas, build on each other's thinking, share each other's gifts and form deep connections.

'One of the roles I play in the partnership relationship and group dynamic is to hold a safe space for very different people to come together to build a partnership and connect with their group. Diversity is the incredible gift that is offered in the partnership and among the group, allowing for different perspectives and an opportunity to generate and share ideas for new ways of doing things in a school environment, as well as support and solidarity for the common challenges faced. The shared vision to make a positive impact in education in South Africa allows partners to break through barriers and connect as human beings. To

use Nancy Kline's description, the concept of *Ubuntu* (we are one) is at the core of what we do and in that one-ness we are individuals, honoured. And in our individuality, we honour each other.'

'When we meet as a Community of Practice, all the hierarchy from business and from the school environment is taken away and we meet as equals with a shared vision. One of the highlights for me is to see the "lightbulb moments" when people take a deep breath to move out of their comfort zones. To share an example of this: we hold the CoP sessions at different schools every six weeks, so that the members of a group can experience the different school environments of fellow partnerships. At first there are concerns: the principal of a school in a 'safe' community is afraid of visiting a school in an area where gangs and crime are commonplace. Another is anxious simply about travelling to an area she has never visited before. Once they take the leap, however, partners are overwhelmed by how much they are welcomed and embraced by other communities. This is a wonderful experience of nation-building through small acts of courage and a willingness to move out of comfort zones to experience different perspectives.



ABOUT THE AUTHORS

Thanks to the contributions of Paul Abrams, Nicky Bush, Dina Cramer and Chantal Dawtrey – a group of Learning Process Facilitators working on the Partners for Possibility programme. They are all highly skilled, experienced executive coaches who are passionate about nation-building, devoted South Africans and active citizens wanting to be part of the solution to the education crisis facing South Africa.

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CHANGING MINDSET TO CHANGE LIVES

Darren Robson, co-founder of the MOE Foundation, outlines what the organisation does to challenge and defeat the poverty mindset in society by supporting vulnerable and underprivileged young people to achieve their dreams.

WHY DID YOU START UP THE MOE FOUNDATION?

As a child I grew up around levels of poverty that I found difficult to come to terms with. After my father left, our family's financial situation became very unstable and that left us exposed to social services, government departments who didn't truly care, and unscrupulous characters. This left me feeling a deep level of vulnerability, one that I really didn't like, so I used my imagination to escape, to dream and conjure up a world that was far better for me, my family and the vulnerable people I was surrounded by at that time.

But it also left me with a sense of wanting to care, to support and to help people – I just didn't know how... But eventually I found it in the profession and community of coaching.

As children, my brothers, sister and I would often imagine we could help kids from poor backgrounds, which I think was unconsciously embedded within us all by our mother. In July 2010 I saw my mum alive for the last time, as the following day I received a call that she had suddenly died from the

result of an epileptic fit, at just 52 years old. At her funeral I stood up as the eldest child, and along with my siblings we read out a statement that we had crafted together, which became the founding principles upon which MOE Foundation has been built.

WHAT DOES THE ORGANISATION DO?

MOE provides training, development and support to vulnerable and underprivileged young people. The feedback we receive is that it helps them to transform their lives, to grow and have courage and confidence to be self-empowered. It provides them with a tough yet loving community, who actively and purposefully seek to challenge and support one another to be the best they can be.

Through luck, clever organisational design, and good fortune, and because we have an amazing group of trustees and community, MOE has managed to find a path where it is 100% self-funding and able to make a genuine, positive impact in the world. At the heart of our charity, community and MOE

“It really is a wonderful community of people who really care and who are determined to support one another. It’s a family – a loving one – and we are very proud.”

family is *purposeful entrepreneurship*, where we use money to invest in people and to drive mindset change that leads to them improving their lives and those around them.

We have now gifted over £1.5 million’s-worth of support and development, and have nearly 550 MOE certified coaches out in the world making a real contribution and positive impact.

The social challenges we face are to contest our poverty mindset and to help people to see that they have the opportunity to nurture and care for the world, in order to hand it over to the future generations in a better state than we inherited it.

HOW DOES COACHING PLAY A ROLE?

Coaching has been instrumental in helping me to shape and improve my life, life choices and chances, so it sits at the heart of what we do. A coaching mindset is one that believes in people’s ability to develop their ‘inner game’ and to empower themselves, and this is a fundamental building block of MOE Foundation.

WHAT CAN COACHES WHO WANT TO POSITIVELY CONTRIBUTE TO SOCIAL CHANGE DO IN FUTURE?

Firstly, share your talents and gifts! I am so proud to be part of the coaching profession and the Association for Coaching community. I love what we stand for; the philosophy, purpose, principles and values that underpin what we do. As coaches, we must share the gift of listening to others, challenging them, but also supporting them to find their purpose and truth – and then living within these ideals. What I love about coaching is the non-attachment to the outcome and the respect for diversity, difference and choice.

In MOE, we want to democratise coaching and take money off the table, so if people can afford to contribute to training that’s great, but if they can’t they should let us worry about finding the money to support them. We believe in the gift of coaching and want everyone the world over to have the opportunity to learn the philosophy and art of listening to self and others.

Before she died, my mum gave me a brand-new £50 note with the infamous words, “My investment in YOU.” She could ill afford this and yet she wanted to make the point that she believed in me. We’ve used that deliberate act of loving kindness from a mother to a son and shared that with others.

HOW MOE HAS MADE A DIFFERENCE TO PEOPLE’S LIVES



NATALIE SCHOLEY

MOE Foundation has made such a difference to me, it would almost be easier to say what it *hasn’t* changed in me. Mostly I’m far more confident than I ever have been, through the support of the lovely community, learning stronger communication skills from coach training, and especially becoming a trainer and finding my voice by speaking at the MOEevent conference.

MOE has made a difference to others I know, as I have been much more able to support them better by using coaching skills. It has also strengthened my relationships with others thanks to my stronger communication skills.

For me, coaching is the foundation of MOE. It was where my journey with MOE first began and it gave me invaluable tools. Now this has grown into other incredible experiences, with coaching from others playing a key role in my development. I use coaching to make a positive social change and impact by consciously ‘stealth-coaching’ everyone I meet, to make them feel valued, important, and most of all capable and in control. Change starts on a small scale before it grows, and with ‘coaching in the moment’ and living with a coaching mindset I can help to change a moment, day, week or life of an individual I come across into a more positive one. They can then pass on a positive mindset to others they meet.



JEFFREY WOTHERSPOON

One of the most prominent ways that MOE helped me is when I lost my job back in 2015, when the organisation I worked for became insolvent. At that point in my life I felt like there was more I wanted to do and felt I could do. The only experience I had outside of working with ‘At Risk’ young people was the coaching and training experience I gained from volunteering with MOE. So I set out as a self-employed coach and trainer, and two and a half years later I’m still doing the same thing! I have worked with groups of people and in places I didn’t even think possible for me!

Coaching is an integral part of MOE’s mission, as they aim to enable people through coaching so they can in turn enable others. The community is largely made up of people who have done the coaching course, so it brings together like-minded people who create and support each other to do great initiatives.

For example, I am the Head Coach for a charity that works with young people between the ages of 15 and 25 who are in custody, through to when they are released into the community. With regard to impact, I work in nearly every London prison as well as young offenders’ institutes outside London, and I have supported hundreds in custody. I also support organisations who work with young people by upskilling their staff, so they feel confident and competent enough to work effectively with young people, by delivering tailored workshops that incorporate both my experience with young people and coaching skills.



STAYCE NIMUSIIMA

I attended the first coach training in 2014 and, at that time, I was in my third year of university. Through the programme, I understood what it truly meant to have conversations not fixed on myself. The story became about something bigger. Coming from the care system, it was sometimes difficult not to always bring that up. Now I bring it up with purpose because I was introduced to purposeful thinking. I currently live and work in Uganda, where I use coaching as a way of life. It helps me in creating value with my friends and my job. I am always referred to playfully as the ‘the wise one,’ and I believe this is because of the coaching.



ABOUT THE AUTHOR

Darren Robson is an award-winning coach who loves creating and supporting businesses that make a contribution to society. He is a serial entrepreneur and social innovator and his many roles include being CFO, Association for Coaching; a Founding Member and Honorary Life Fellow for AC; CEO, Profusion – a company providing marketing and data services (UK, Dubai, Greece, India & Romania); and Chairman and Founder, MOE Foundation. He is dad to three young daughters who keep his feet firmly planted on the ground and remind him daily who and what’s important in life. Darren is married to Mirka and lives in St Albans, UK.



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COACHING FOR SOCIAL JUSTICE: WHAT'S POWER GOT TO DO WITH IT?

Women's leadership coach **Rebecca Aced-Molina** explores why it can be useful for coaches to examine societal power structures and how these can influence the client/coach relationship.

Power, both imbedded in the coach/client relationship and our shared institutions (such as schools, healthcare and criminal justice) provides an invisible platform of support, credibility and entitlement. This entitlement is not an overt sense of 'I am better than you,' but rather a sense of 'I am worthy.' This sense of worthiness, which comes from someone's position or group identity in society, is often taken for granted.

At Leadership that Works, where I am a faculty member, we teach emerging coaches to acknowledge the power and privilege that comes with the role of the coach or one's social group identity, as necessary context to begin coaching work. We define privilege as 'given not earned, often invisible, explained away, and operates on personal, interpersonal, cultural, and institutional levels—and has been in place historically over years, even centuries.'

So how does an awareness of power shift the coach/client relationship?

To answer this question, it's useful to explore how acknowledging power supports the client to access their

own internal power and capacity to get their needs met. Rather than feeling overwhelmed by how entrenched our power structures are, there are a few simple strategies coaches can employ to support our clients to discover and act on their own voice, values and internal power.

INHERENT POWER IMBALANCE BETWEEN COACH AND CLIENT

Clients almost always hire coaches because they respect them, put them on a pedestal, or in some way hold the coach as someone who 'has it together.' As a coach, it is easy to forget this. Most coaches I talk to struggle with the question, 'Am I together enough to be a coach?' And yet, in our clients' eyes, the fact that we are a coach in the first place automatically generates respect. During closing acknowledgements with a client of mine recently, they shared that what they most appreciated about my coaching were the moments when I talked like a 'regular' person. My immediate internal reaction was, 'Of course I am a regular person!' But I had to stop myself and remember the role

itself carries power, respect and esteem. The more we can acknowledge this inherent power imbalance (rather than minimise it) and intentionally use strategies to share power, the more fully our clients will participate in their growth and learning process.

STRATEGIES FOR SHARING POWER WITH CLIENTS

1. Express vulnerability as a coach

For me, expressing vulnerability often looks like saying, 'I know I appear to be quite confident, and yet I still struggle with getting my needs met.' It could look like a sharing a moment when I am annoyed with my kids rather than a perfectly calm and collected mother, or a sense of wonder at the complexity of life's questions and a willingness to not know the answers.

2. Share how your clients' journeys have an impact on you

By sharing how the client's journey inspires me and reminds me of my own work, it lifts them. They realise that they have something to offer their coach, and therefore that they must have value.

3. Ask for feedback and be willing to shift your coaching

I ask for feedback regularly and if a client ever asks for something different, I pay very close attention. This is both to meet their needs better and, even more importantly, to demonstrate that they have power and control of designing the process. This levels the playing field.

WITNESSING AND ACKNOWLEDGING HOW INSTITUTIONAL POWER AFFECTS THE CLIENT

For probably every client of colour I have ever worked with, more than whether we are of the same racial background (I identify as white), my willingness to acknowledge that institutional power as real was a critical factor in their decision to work with me. Prospective clients who identify as white, and who are working towards social justice, also tend to seek out coaches who attend to power dynamics. Reflecting on my own personal and professional growth, having a coach acknowledge how gender socialisation has affected my sense of self was crucial to my finding my power and my voice as well.

A client of mine generously shared this reflection:

'Speaking from a client's perspective, bringing power into the coaching space was crucial to me as a man of color. Even if it isn't the centre of our conversation, knowing that my coach can comprehend the complexity and depth of how power plays out in my life was crucial to me finding my way to my own power. The reminders of race, gender, language and class all add context to what has organised most of my opportunities, choices and perception of the world. In my path to discover what is mine to do in this world, my coach

helping me understand those forces allows me to better understand where I am and why it's so damn hard to do something different.'

Shakti Butler, founder of the World Trust Organization, which is dedicated to 'building a compassionate bridge between [white people] and people of color interested in building a more equitable and democratic way of being together,' shares this analysis of how the world we live in reflects cultural assumptions that some people are more deserving than others:

'Most of our current laws, regulations, policies and practices in areas like housing, healthcare, education and law enforcement were established, or justified, in part because of assumptions about what is normal, desirable, appropriate. These assumptions tend to reflect dominant cultural narratives or norms – for example what constitutes a family, who is dangerous, and which groups are deserving of social support and which are not.'

When assumptions of relative worthiness based on our race, gender or other group identity are all around us, and reinforced in our laws, policies and practices (as well as entertainment and media) one can see how hard it can be to define ourselves in our own terms. I have often felt shame around the ways in which I have held myself short as a woman – knowing this behaviour doesn't align with my values. But gender socialisation is very strong and starts when we are young. Often, I believe I should be above it, and when I have trouble breaking free I blame myself. Understanding institutional racism or sexism is incredibly helpful in generating self-compassion.

STRATEGIES FOR ACKNOWLEDGING HOW INSTITUTIONAL POWER AFFECTS OUR CLIENTS

1. Consider asking your client to disclose in their discovery/intake packet what group identities are important to them.

Here are the two questions I ask all my clients to reflect on prior to getting started:

- What group identities do you belong to that are meaningful to you? (Gender, race, religion, others)
- How has being a member of this group (or groups) informed your identity, sense of self, values or dreams?

Right away this acknowledges that your membership in particular identity groups affects the way you are treated by our societal institutions. Your experience is real; it is not invisible. As a follow up, I share the group identities I belong to. I am especially upfront about the identities that provide me with privilege.

2. Inform yourself about the impact of social and economic inequality

I believe all coaches can benefit from diversity and equity training and a commitment to seeking out alternative

information about life experiences of a wide range of people. This takes effort. Our mainstream media, throughout the world, centres the voices and experiences of white, middle class men – for the most part. Public education and popular culture are the same. We are starting to see positive movement towards expanding perspectives in multiple realms, but there is still much work to be done.

Look for, listen to and attend podcasts, workshops or conferences that feature people of colour. If you are white and committed to social justice, seek out a support group of other white people also committed to positive social change. Attend a workshop designed to deepen awareness of social identities, power and privilege. Commit yourself to self-compassion, patience and persistence as you stay in the struggle, make mistakes, repair and recover.

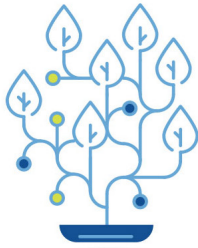
In conclusion, power, though often invisible, especially to those with access to it, has real consequences for our sense of worthiness and belonging. Our race, gender, class and other social identities will determine whether we are welcomed in social institutions or predisposed to feel that people in positions of authority are supposed to treat us well, or whether we should simply be grateful when they do. Because privilege is so often explained away, a coach who shines the light on the reality of power imbalances also shines the light on the client's internal power and inherent dignity. From this place of alignment with an inner truth, our clients are able to begin to create a more just world for themselves and for the societies they operate in.



ABOUT THE AUTHOR

Rebecca Aced-Molina's coaching practice supports diverse women leaders working towards social change to find their voice, drop the need to please and perform and unapologetically contribute their gifts. She is on faculty at the coach training programme Leadership that Works, dedicated to championing coaches to acknowledge how power, privilege, class, culture and rank contribute to individual and organisational performance and personal fulfilment around the globe. She lives and works in the San Francisco Bay Area with her partner and two children.

Working with Evolving clients
Theory & Practice of Developmental Coaching



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As a coach; have you considered why your carefully created professional approach may work with some clients but not others? Do you wonder how you can become more developmentally-minded & flexible to the changing needs of evolving clients? Then this Masterclass is just for you!

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This full day Masterclass is designed specifically for coaches to gain a better understanding of the landscape of Coaching Ethics and the importance of Codes of Ethics including how they apply to you - helping to ensure you stay on the right side of the Law in your coaching/mentoring practice.

The day will be co-led by Eve Turner and Declan Woods with guest speakers, Ioanna Iordanou, Rachel Hawley and Jo Mountain. It will also be a great opportunity to network with your coaching peers and obtain CPD.

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As places are limited book today, to avoid disappointment!



HOW TO MARKET YOURSELF WITHOUT SMUG MARRIED SYNDROME

Marketing and communications guru **Kim Arnold** shares some of her thoughts on how to overcome those limiting beliefs that stop you from marketing yourself effectively.

Ugh. We've all seen it. Those engagement photos on Facebook. Those close-ups of a perfectly manicured hand weighed down by a blinding boulder of an engagement ring and the caption:

'I said yes!!! My darling fiancé mined this stunning diamond with his bare hands and forged the platinum himself (bless). Amalfi Coast wedding here we come! #luckiestgirlintheworld #blessed #manofmydreams'

Now you might be a nicer person than me, but these posts make me a little queasy. They remind me of what Bridget Jones (in the classic nineties book, *Bridget Jones's Diary*) used to call 'Smug Marrieds' – awful couples who fawned over each other at dinner parties and made her feel inadequate as a singleton.

We all hate show-offs, don't we?

We hate the loud, shouty ones. We hate the humblebrags ('I'm only showing you this picture of my private jet so I can inspire you to be your best self'). And we particularly hate the sly one-uppers ('Oh your sweet little house could fit in our front hallway!').

And not only do we hate a show-off, but we're TERRIFIED of becoming one. In fact, THE most common question coaches ask me about marketing is: 'How do I market myself without being a show-off?'

They don't want to brag or boast, or be the coaching equivalent of a demanding bridezilla, but they do know they need to be visible to attract more clients.

Quite a quandary. So how do you market yourself without being all 'Me, Me, Me?'

HOW TO PROMOTE WITHOUT THE 'ME ME ME'

My advice is to shift the way you think, and everything else will fall into place.

STOP thinking about marketing as *showing off*, and start thinking of it as showing how you can help. This shift in thinking starts to blast away those evil smug-married millstones that drag you down and stop you from:

- raising your profile
- finding new clients
- growing your business
- making money
- doing more of the work you love to do

Promoting yourself is actually a service to people who need your help, so don't be scared of it. After all, you can only help people if they know you exist! **And you can only create change in the world if you are visible.**

So, let's blast away the rest of those millstones you may be heaving around with you once and for all, and replace them with some mega marketing mantras to change your life.

SMUGMARRIED MILLSTONE 1: 'WHAT WILL THEY THINK OF ME?'

This is a real worry for many coaches. You fear being judged, criticised or scrutinised. It's like a wedding seating plan, when you spend hours agonising where to put great uncle Joe because you just don't want to offend or alienate anyone. What will 'they' think?

And my answer is always – who are 'they'? Are they real people who spend their days monitoring every move you make, every tweet you write, or every email you send? Or are 'they' just a figment of your imagination?

Because the irony is that it's actually really **hard** to get people to notice us! There's so much noise in the marketplace and people are so wrapped up in themselves that often we struggle to get heard. So, unless you've got a stalker, no-one's likely to be following your every step.

So instead of wasting time worrying what 'they' think, use this marketing mantra:

'I WANT them to notice me!'

Marketing yourself gets you noticed and heard so you can win more clients, grow your business and do what you love doing – AND bring change to people who desperately need it.

SMUG-MARRIED MILLSTONE 2: 'I'VE GOT NOTHING NEW TO SAY'

This is a classic that I hear over and over: 'It's all been done before'. Similarly to when you go to a wedding and hear the same reading as the last four weddings you went to ('Love is patient. Love is kind blah blah blah') and you just know you'll get salmon or chicken for the main course. Seen it, done it, bought several wedding outfits at great expense...

It's particularly hard in the coaching market when you see so many other coaches, often with more experience, offering exactly the same thing as you.

But don't fret! There's an argument for saying there's nothing truly new any more anyway – we just recycle everything that's gone before.

And, more importantly, there is only one you. What YOU are saying may not be ground-breaking, but no one says it quite like you, with your experience, your twist, and to the people you're talking to.

So ditch the 'I've got nothing new to say' millstone around your neck, and think instead:

'Only I can say it like this.'

There are people out there who need to hear your advice from you and you alone. People who connect with you personally. So, give them the opportunity to hear your wisdom by getting yourself out there.

SMUG-MARRIED MILLSTONE 3: 'I'M BEING PUSHY'

I once attended a wedding where the bride insisted on an all-white dress code... for the GUESTS. Even a hint of another colour was strictly forbidden. The bride was found crying after the ceremony because her sister-in-law was wearing ivory.

I understand that no one wants to be a bridezilla. But marketing ourselves doesn't necessarily make us pushy or demanding. If you aren't pushy in your private life, you aren't suddenly going to transform into a brash ballbreaker who everyone avoids just because you promote yourself.

You can still be you. The best way to shed this darn pushy millstone is to use this marketing mantra instead:

'I'm making myself findable'

Don't you love it when you come across someone you find fascinating? A TED Talk presenter who's so inspiring? A journalist who just explains things so clearly? An expert in your field whose insights blow your mind? You're so happy you did.

Allow someone else the joy of finding you too.

I hope you'll now be able to ditch all those draining millstones that you've been carrying around.

Because you're not showing off, you're helping. And the world needs to find more people like you! Just don't send me your engagement photos, OK?



ABOUT THE AUTHOR

Kim Arnold is a UK-renowned business growth expert who grabs small companies by the scruff of the neck and shakes some spectacular marketing and sales into them.

She's also a respected industry speaker and coach on all things communication, sharing her unique secrets to help businesses talk and write in a way that inspires action (instead of inducing a coma).

As a Princes Trust mentor, she helps young entrepreneurs bring their business ideas to life.

Sign up to her **free** marketing tips and e-book – at kimarnold.co.uk

LEADERSHIP COACHING: DOES IT MAKE A DIFFERENCE?

Dr Stanley Arumugam outlines the findings of his research into the value of coaching for senior leaders in international non-government organisations.

Over the last decade, coaching has increasingly been practised in the international non-government organisation (INGO) sector as a core aspect of senior leadership development. Given the complexity and human resource demands of the INGO sector, the leadership development gap has been identified as a risk to the sector's effectiveness and sustainability. This leadership deficit is having an impact on programme effectiveness, leadership succession and organisational sustainability.

Despite recognising this gap, the internal leadership development efforts of many INGOs are constrained by financial and donor pressure requiring mission spend, sometimes at the expense of staff capacity building. The sector, especially within human rights-based organisations, attracts activists who are formidable campaigners and public rights advocates pushing back against institutional systems. These phenomenal activists and programme leaders are naturally promoted to senior management as part of their career mobility, but often they are inadequately prepared for the demands of organisational leadership. This manifests itself in dysfunctional teams, toxic work cultures,

micro-management – especially in programme functions – and difficulties in board management relations. Programme efficiency and impact are also compromised, with emerging risks in accountability, financial mismanagement or donor mistrust. Ineffective organisational leadership clearly has a direct impact on programme effectiveness and sustainable impact.

LEADERSHIP CHALLENGES

Oxford Brookes University interviewed ten CEOs of large INGOs including Save the Children, CARE UK and Oxfam, to understand their biggest leadership challenges and their capacity-building strategies. All CEOs in the study acknowledged that the complex, fast-changing global environment made their jobs as senior leaders even more difficult. The study concluded that while INGOs have made progress in technical aspects of humanitarian work, progress on leadership has been weak.¹ Most CEOs reported personal deficiencies in core humanitarian competencies confirming this leadership gap. As part of their personal development,

leaders identified coaching and action learning sets as two of the most desirable and useful tools to support them.

In a 2010 study conducted by the Centre for Creative Leadership², 37 international aid and development organisations and 56 individuals gave their views on concerning leadership and talent management challenges. They identified two key issues: 1) the need for an increased focus on leadership development; and 2) a recognition of the need to be better informed about the practice and value of coaching.

Effective leader development has moved beyond training programmes, while coaching is a helpful complementary initiative.

Hailey argues for a systems approach to senior leadership development and the use of coaching in senior management development: 'It is arguable that once senior managers reach a certain stage in their career, attending formal training courses has less impact, and that as a number of INGOs have found, including Oxfam and the Red Cross, personalised support through coaching has more value.'³ NGO leaders don't want or need traditional skill-based training programmes.

COACHING EVALUATION STUDY

Despite the increasing use of coaching, few empirical studies have validated the effectiveness of coaching specifically in the INGO and not-for-profit sectors as a whole. My study evaluated the relevance and effectiveness of leadership coaching as part of a broader senior leadership programme located in a global human rights-based INGO. Eighteen senior managers from eight countries were interviewed to assess their experience of the coaching process and their sense of its value for their leadership development.

An overall positive experience of coaching was reported, with coaching identified as a relevant leadership development for the INGO sector. Specific leadership coaching applications included situational and strategic leadership, leadership transition management and collaborative relationship-building. The highest impacts reported by leaders were increased self-awareness, improved cognitive flexibility and self-efficacy. The study highlights the relevance of coaching for INGOs as part of their leadership development strategies.

FINDINGS

1. ASSESSING COACHING EXPERIENCE

Coachee satisfaction is positively correlated with coaching impact and overall effectiveness⁴. All leaders reported overall positive experience with high levels of satisfaction with the coach and the coaching process. The factors contributing to overall positive experience were: a) coach attributes; b) coachee attributes; c) coaching process.

2. EVALUATION OF COACHING OBJECTIVES

The extent to which individual coaching goals have been achieved is the primary indicator of coaching programme

effectiveness. Self-reports indicate a high level of learning impact that is the foundation for behavioural change in the four key areas:

- Increased self-awareness:** being more open to receiving feedback and becoming aware of blind spots.
- Improved cognitive flexibility** (thinking differently): appreciation of polarities – moving from 'either-or' thinking, improved problem solving, strategic thinking, 'seeing the big picture' and improved ability in negotiations.
- Improved self-efficacy:** self-efficacy is the belief that one is capable of accomplishing a given task. Several leaders appointed into senior roles reported how coaching helped in growing their self-confidence and efficacy.
- Changes in job attitude:** coaching enabled leaders to have a more positive appreciation of their jobs, their teams and their organisations as a whole. Respondents reported an increased commitment based on the organisational training and coaching investment.

3. ORGANISATIONAL CASE FOR LEADERSHIP COACHING

Three important areas of leadership coaching were identified as beneficial for this group: 1) situational and strategic leadership; 2) building and collaborative relationships; and 3) managing leadership transitions for self and in their teams. At its heart, leadership is about working with other people – which is made more challenging in complex organisations.

Leaders in this study confirmed the value of coaching in learning how to manage upwards, and in negotiation, effective communication and conflict management. In the area of leadership transitions, coaching was reported as helpful especially for new senior managers. Many of the new senior managers reported that coaching came at the right time to help them set up the necessary foundation for personal and team effectiveness.

The reality of cost constraints: Given the financially constrained operating environment impacting INGOs, training and development are often the first budget cuts. This study confirms through leader self-reports that individual and organisational benefits outweigh financial costs of coaching intervention. Leaders in this study were at the same time both appreciative of the organisational investment and also mindful of the high cost of external coaching. Many leaders felt strongly that the cost of coaching should not be a barrier to leadership development. Instead, innovative solutions should be found – including the training and use of internal coaches, *pro bono* coaching services and group coaching.

Value beyond financial ROI: Organisations looking to justify coaching purely on the basis of financial ROI will be hard pressed. The benefits of coaching for leader

development extend beyond its value in individual development, to organisational level benefits through improved employee engagement, reduced incidence of stress and burnout, higher levels of confidence and improved work performance. There is a higher cost in unplanned leadership transitions, toxic organisational cultures and ineffectively led teams.⁵

BUILDING A COACHING CULTURE IN INGOS

For INGOS considering coaching, here are some suggestions from my own practice.

1. Coaching as part of leadership development: Ideally, coaching should not be a standalone. It can easily become an elite intervention only for senior management. There are greater potential, impact and scale benefits in team and group coaching in addition to training line managers to practise a coaching style of leadership. Link coaching to the leaders' personal development plans.

2. A supportive coaching culture: The leadership environment creates a nurturing space for sustaining the behavioural changes that come with leadership coaching. It's great if the senior leaders have experienced coaching and can act as sponsors in the organisation. Activists don't easily ask for support, especially in leadership areas. Leading by example will help.

3. Duration and medium of the coaching programme: Ideally 6-12 months of one session per month. This can be conducted in person where possible, but otherwise Skype is a great way of reaching leaders in a virtual space.

4. Internal vs. external coaches: Either could work. It's easier for external coaches to have more defined boundaries and create a safe space for leadership issues. Sometimes, however, external coaches are unfamiliar with the sector and don't quite understand the challenging issues. Meanwhile, internal coaches are less costly. They know the organisation and also the politics. It takes more discipline, however, to establish firm boundaries and maintain confidentiality. Whether they are internal or external, ensure that coaches are suitably trained and are part of a continuing education programme.

5. Role of line manager: It's important that the line manager is a partner in the coaching process. A skilled coach will be able to find a suitable arrangement that involves the line manager appropriately while maintaining client-confidential space. Line managers need to be trained and oriented to support coaching of their staff. The best way is for these individuals to have experienced coaching themselves.

6. Coachee readiness: This is essential for coaching effectiveness and accountability. Decide carefully whether coaching should be mandatory. If leaders are not ready, they will not benefit from coaching. Coaching is a big investment in time and financial resources and this investment needs to be well spent.



ABOUT THE AUTHOR

Stanley is based in Johannesburg, South Africa. He is the Director of LIMINAL LEADERSHIP, an executive coaching and leadership development consultancy serving NGOs, faith-based organisations and corporates. Stanley currently serves on the AC Editorial Board. He was previously senior leadership advisor at Action Aid International, responsible for HR, OD & Governance. He is a registered psychologist and professional coach. He has a deep interest in social justice, spirituality and community development and in the role of coaching for social change.

Stanley is guest editor of this edition of *Coaching Perspectives*.

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OUTLINING THE INTERNATIONAL REACH OF THE AC

Following on from our April edition article, in which we profiled some of the people who are behind the scenes in running AC activities, **Clive Steeper** interviews **Katherine Tulpa**, CEO of Association for Coaching, and two international leaders who run regional AC groups in Turkey and Spain to highlight the AC's reach internationally.



Name

Katherine Tulpa, CEO Association for Coaching

How would you describe the AC's role internationally?

To share and understand best practice, to learn from each other and support others to do more of what they need in their regions. After seventeen years, the AC is just as committed to raising the professionalism and standards of coaching – and is now doing this on an international scale!

How does having a strong global AC presence help all AC members?

We are connecting peers and building communities of practice by embracing our core values of having a global mindset and being inclusive. Through our executive coach and course accreditation schemes, digital and local learning events, expert network and knowledge base on the website, we are taking a proactive approach in helping to educate the market on the value of coaching.

What, for you, have been the international highlights for the AC?

We have always been a professional body for coaching, and not just coaches. We aim to support the whole ecosystem – so that everyone learns and gets value

from the benefits that the coaching approach brings to the world. So, for me, it's seeing how our international teams are building communities, upholding ethics and excellence in all they do, and creating learning opportunities and support for others in their regions. In short, the growth, connections and rich diversity of our wonderful community.

What is the biggest challenge our members can help the AC with to improve the AC's global presence?

Putting us in touch with people to have informed conversations with. The AC, like any organisation, only grows by word of mouth, our strengths or our talent. We need our members and contributors to keep spreading the word, challenging us to raise the bar and sharing ways that we can help you grow, develop and thrive. Our door is always open – we are in this together.

What are you looking for in future AC Regional Leads in other countries?

For Regional Leads, we are looking for integrity, and of course a commitment to excellence and coaching, a 'can do' attitude and a giving nature, as well as an inclusive approach. It is vital that they have a passion for coaching, making a difference and understanding requirements in their region. In addition, being open to having conversations with me and the broader leadership team. We work with a strengths-based approach, with a robust support network behind our contributors, so if there is anything, either small or large, that a contributor wants to get involved in, we want to hear from them.

AC SPAIN



Name

Luis San Martin, Chair of AC in Spain

Role As the founding Chair of the Association for Coaching in Spain since June 2014, Luis is responsible for developing the presence and services of the AC in Spain.

Introduction Luis is an executive coach and organisational development consultant, passionate about working with people. It is his view that everyone can continue developing themselves beyond their own expectations. Luis believes coaching is a nurturing, revealing, respectful and challenging process. As a coach, he draws from a variety of sources such as gestalt, mindfulness, emotional intelligence and positive psychology, as well as from his professional business career.

Bilingual in English and Spanish, he can coach in both languages, which includes working internationally with individuals, teams and organisations. These days, though, most of his work takes place in Spain.

Luis' career roots are from the business world. He has lived and worked in several countries including the UK, Argentina, Uruguay and Spain, with CEO responsibilities in multinational companies in several countries. Today, Luis works for companies such as McGraw-Hill, Thomson Reuters and Grupo Santillana (PRISA Group).

He has an MSc in International Business from the University of Salford and holds postgraduate qualifications as executive coach and organisational consultant – accredited by the Association for Coaching.

An active person, Luis enjoys sports and outdoor living. He loves playing tennis – and guitar when he does not feel so active.

How long have you been coaching and what are your areas of specialism?

I have been in coaching for eight years. I prefer to talk about areas of curiosity that I like to explore and deepen my knowledge and experience. I practise mindfulness and I work with organisations to introduce mindfulness to their employees. I also like to work in and collaborate with education and facilitate a meditation group; related to that are emotional intelligence and gestalt.

My philosophy of coaching always has the client at the centre, providing a safe and confidential space to explore and understand their strengths and abilities. I view executive coaching as a quality relationship in a journey of self-knowledge, learning, discovery and empowerment.

How did you become involved with the AC?

I did my coach training in London and became a member of the AC in the UK.

How long have you been working / volunteering for the AC?

About five or six years now. We probably did a couple of years' work before we launched in Spain.

How long have you been the AC Country Lead and what is your greatest achievement so far?

Four years. We have many achievements but probably the greatest is to have a presence and members in Spain.

What is your career background?

I come from business; I lived and worked in several countries and developed most of my career in publishing.

How established would you say coaching is in Spain, and how many AC members are there in your country?

Coaching is well established in Spain, though I think we still have a long way to go so as to really understand what coaching is. This is an important conversation for the industry and for clients, and I think the AC has a lot to contribute in it, a contribution which is more difficult to achieve if we think as individuals.

What gives you the most pleasure in your role with the AC?

Meeting AC people; it's a privilege and a great learning experience.

What causes you the biggest headache or challenge in your role with the AC?

To rally people to get things done. There are some cultural issues in Spain when it comes to getting people involved.

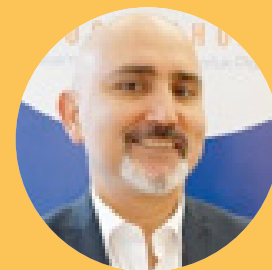
How could AC members outside Spain help you to develop coaching in your country?

A great deal. I believe the greatest AC asset is its international dimension; there is a huge richness that helps in creating awareness about coaching and promoting excellence.

How well known is coaching supervision in your country?

It is not very popular yet. There is still a long way to go in terms of demand and awareness of its benefits. In addition, not all coaches are prepared to make the financial commitment.

AC TURKEY



Name

Umut Ahmet Tarakci, Chair of AC in Turkey

Role To lead and bring coaches together with the aim of ensuring international standards and understanding of professional coaching in Turkey.

Introduction Umut is a highly respected member of the Turkish coaching community who is becoming increasingly well known within the global coaching community. His purpose is to create an interactive environment, which acts as a catalyst to bring coaches and young people together. Up to now, he has managed to reach more than 6,000 young people and encouraged them to take at least one coaching session each.

Umut is the founder of House of Human (www.houseofhuman.com) and author of Mastering of Life: Happiness, and co-author of Professional Coaching and Coaching Workshop. He is the creator of some prominent coaching programmes in Turkey, including the AC Master Coaching-AADCT and the ICF Professional Coaching Diploma-ACTP. He is also the co-creator of the first and only Turkish coaching model: KAMÇI!

K Konu: subject

A Amaç: aim

M Mevcut Durum: current state

Ç Çare: solution

I Ismarlama: ordering

! Represents declaration of the action path

How long have you been coaching and what are your areas of specialism?

I have been coaching for seven years. I am good at executive coaching and coaching training. I have developed more than 50 new coaching tools so far.

How did you become involved with the AC?

I was a volunteer for a coaching platform and we invited CEO Katherine Tulpa to a seminar in 2013. She impressed all of us, and our AC journey in Turkey started after that.

How long have you been working or volunteering for the AC?

I am the founder of AC Turkey, which launched in October 2015. With my colleagues Murat Avcı and Engin Baran, we started to bring coach volunteers together in Turkey.

How long have you been the AC Country Lead and what is your greatest achievement so far?

I have been the country lead since we started the AC in Turkey. My greatest achievement has been helping local coaches believe in, and work to, the AC standards and code of ethics.

What is your career background?

I used to be a navy officer and retired as a commander. I was a mine warfare officer as well as a leadership trainer in the navy.

How established would you say coaching is in your country and how many AC members are there?

There are about 120 AC members in Turkey. There is a good amount of coaches here in Turkey; I think more than 20,000. However, most of them don't know about coaching organisations like the AC or the ICF.

What gives you the most pleasure in your role with the AC?

Meeting coaches from all around the world.

What causes you the biggest headache or challenge in your role with the AC?

Firstly, most of the Turkish coaches do not know English. Secondly, their earnings are in Turkish lira.

How could AC members from outside Turkey help you to develop coaching in your country?

They can give seminars and training simultaneously translated, as well as publishing their books and papers. Also, they can be involved in coaching firms.

How well known is coaching supervision in your country?

As the AC Turkey team we have been working to establish supervision for the past two years. So far, thirteen Turkish coaches have started conducting supervision and supervision training. They will soon be the first accredited supervisors in Turkey.



ABOUT THE AUTHOR

Clive Steeper is an award-winning coach, coaching supervisor and business leader who has earned a reputation for helping people to improve their performance. Having successfully led international businesses, worked in sport at an elite level, and been an executive coach for over eighteen years, Clive has a wealth of experience and skills to help leaders embrace change, and tackle new challenges. He has been contributing in different ways to the AC for over ten years, is currently a coaching supervisor on the AC Group Supervision calls and a regular contributor to *Coaching Perspectives*.

EVENTS

DATES FOR YOUR DIARY

SUSSEX

27th June 2018
A Unique Solution to Leadership & Management Problems
 Vanessa Williams
 Click to book

HERTFORDSHIRE

10th July 2018
An Introduction to Gestalt
 Dr Alison Whybrow
 Click to book

COUNTY DURHAM

12th September 2018
Skills Development Day: What is Unique about Coaching?
 Rosemary Napper
 Click to book

LONDON

17th September 2018
Ethics, Morality & the Law – A full day Masterclass
 Declan Woods & Eve Turner plus guest speakers
 Click to book

3rd October 2018
Creativity in Coaching – A Skills Development Day
 Lorraine Steele & Peter Moolan-Feroze
 Click to book: Coming to the website soon!

31st October 2018
Working with Evolving Clients: Theory and Practice of Developmental Coaching – A full day Masterclass
 Prof Tatiana Bachkirova
 Click to book

31st January 2019
Relational Team Coaching – A full day Masterclass
 Georgina Woudstra
 Click to book: Coming to the website soon!

GLASGOW

Date: TBC
Relational Team Coaching – A full day Masterclass
 Georgina Woudstra
 Click to book: Coming to the website soon!



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LATEST NEWS FROM AC TURKEY

Meltem Ulu Yavuz outlines all the activities that have been taking place in the AC in Turkey recently.

For AC Turkey, 2017 and the first few months of 2018 have been filled with activities with a lot of success, sharing and enthusiasm. We wanted to share our firsts with the whole AC community and so have written a summary of recent news.

ACCREDITED COACHES

One of our most important goals has been to increase awareness of the AC in Turkey and to reach more professional coaches. Therefore 'Excellence in Coaching' has been our key focus. We have also paved the way for Turkey-based coaches to achieve accreditation, to increase the number of AC-accredited coaches in Turkey. We were aware that this goal was a long-term one and would take time, which is why we have planned and worked on this process step by step. Today, we are very pleased to announce that several AC coaches are now accredited in Turkey.

Both AC Turkey president Ahmet Umut Tarakçı and I are accredited at Master Executive Coach level, and we have taken over the task of inspiring the other members of the AC Turkey Team to aim for AC accreditation.

SUPERVISION TRAINING

The other gratifying development is that with a team of eleven professional coaches we received supervision training from Marie Faire, who is an accredited coaching supervisor, Master NLP trainer and an accredited executive coach. For almost two years, we have continued our work to master supervision and have reached a level of expertise to now offer supervision for coaches who are seeking AC accreditation. We also share learning and meaningful moments in this process. We still continue to work and share our belief in the continuity of the learning.

We organised the 'Supervision Summit in Coaching' in November 2017 to ensure that the supervision was recognised and learned. Approximately 60 coaches attended the summit and a very successful promotion took place. On the stage, we asked, 'What is supervision?' and 'Purpose?' with Marie Faire. In addition, a short workshop was held with a supervision demo. Supervision for in-house coaches was discussed at a panel attended by four senior executives. We had a very proud day representing the AC.

EXPANDING MEMBERSHIP

We also took steps to increase our AC membership as well as to organise and improve our operation. We have very hardworking volunteers working on this issue. And to help candidates, the membership pages have been translated and support is provided during the membership process to candidates who want to become members.

Training continues to support coaches' development and learning and to help them get together more under the AC roof. Examples of some of the workshops are: 'Story Telling in Coaching' by Günay Özarın Öztürk in İstanbul, '4 New Tools in Coaching' by Umut Ahmet Tarakçı in İstanbul and 'Micro Mimics' by Gökhan Oruçoğlu in İzmit.

We put a lot of effort into explaining adequately 'What coaching is' and 'AC standards in coaching' to individuals and institutions and that is running at full speed. And now we have created a committee to work specifically on this issue. Our Coaching Advisory Board is working to set the information and promotion activities that our members are already doing to a certain level and standard. Our next goal is to continue AC promotion, much more intensely and in a more organised way.

Connect and reflect with your Global Peers What a 'Super' and 'Visionary' Idea!

"It is useful to exchange ideas with fellow coaches from diverse locations and backgrounds. One of the many ways to improve your practice, with support from fellow peers. A very helpful reflective learning tool."

Our 1 hour AC Group Supervision Experience Calls are hosted by committed Coaching Supervisors who bring their experience, skill, enthusiasm and passion so Members can collaborate with fellow peers and experience the benefits that group supervision brings. The calls run on the 3rd Thursday of every month at 8.00 and 12.00 and 18.00 (GMT) in order to support our global members.

Next calls: Thursday 19th July and Thursday 16th August 2018. Calls are offered on a complimentary basis to our members.

Our aim is to give members the opportunity to experience a flavour of group supervision by:

- Engaging in group supervision from whatever their location across the globe,
- Experience 'group supervision' and diversity of practice,
- Build and develop innovative practice,
- Experience different supervision styles, and
- Create a sense of connection and community with other AC members across the globe.

To book contact Naomi at
accreditationoffice@associationforcoaching.com
or visit our website www.associationforcoaching.com



Do you have a special coaching interest? Do you enjoy engaging with others and taking an active part in generating and implementing new ideas?

If the answer to these questions is a resounding 'Yes!', then the Association for Coaching (AC) would like to invite you to join one of our special interest groups to actively contribute.

Our **Supervision Special Interest Group** is for both newly 'qualified' and experienced supervisors. The group meets quarterly to discuss a range of issues with one of its aims to actively raise the profile of supervision in the coaching profession.

There is also a **Health and Wellbeing Special Interest Group**. This is for those coaches who have a special training in this field. The coach may already work in the area or aspire to work in this field. You may be a:

- Psychotherapist who coaches
- Life coach
- Nutritionist

Or simply work in the health sector...



We need you! With your contribution we can shape and take this forum forward.

Do get in touch, contact Naomi at accreditationoffice@associationforcoaching.com

UNIVERSITIES WORK

Our ongoing work with universities will be among our most important social responsibility projects. In İzmir region, a new programme has been started by AC member coaches. Dokuz Eylül University and Ege University have signed a protocol with AC Turkey. In accordance with this protocol, 25 coaches will coach 50 university students over four sessions: one coach to two students. All sessions will be held at the universities' campuses. The aim of the programme is to support university students to have better careers through knowing more about their own values and personalities. All coaches were trained for one day in September 2017. This was an orientation session designed to keep the trainee coaches focused on the aim of the programme. We proudly and successfully completed this wonderful project in İzmir. We had some moments of emotion in the closing ceremony.



At Anadolu University, the 'Coaching for the Future' programme was attended by 200 students on 19 December 2017. Values, SWOT, personal inventory and vision topics were taught by ten coaches. There were many meaningful and instructive hours of discovery for the students. For both our coaches and students, we experienced a day under the AC banner that left a mark on our lives.

We never miss opportunities to engage young people and students. In January 2018, in two different sessions, two AC member coaches, Necla Tekin and Sinem Yavuz, ran awareness-raising activities about coaching for Kartal Şehit Salih Uygun Secondary School students. Both the young people and the school administrators were very influenced by the awareness and positive change they experienced.



Peryön's (Turkey Personnel Managers Association) 'Make way for your career' event took place at Mersin University with the contributions of six AC coaches. Sixty student coaching services were offered. As at the Anadolu University event, students worked on values and SWOT analysis, vision setting, and planning action steps in this direction. At the end of the day, both the coaches and the students were full of inspiration.

With all these activities AC Turkey continues to grow, aided by the support we receive from AC Global, as a group of people who enjoy, learn, produce and share together.



ABOUT THE AUTHOR

Meltem Ulu Yavuz is an Accredited Master Executive Coach (AMEC), supervisor, team coach, trainer and NVC (Non-Violent Communication) facilitator. Much of her work is with leaders and leadership teams, alongside voluntary work supporting development programmes for women and young people. Previously an HR specialist and manager in the corporate sector, since 2012 Yavuz has worked as a professional coach and trainer, providing training and coaching to numerous top 500 firms in Turkey.

REFLECTING ON WORK IN THE FIELD AS COACHING SUPERVISORS

In the first of two contributions from facilitators from the AC Coaching Supervisor Group, [Lorenza Clifford](#) and her supervisee offer their reflections on issues around learning, boundaries and values when working in the social change sector.

I supervise a broad range of coaches in the field of social change; internal coaches within social change organisations; external coaches to key organisations such as UNICEF, WHO, NHS; and coaches in commercial practice who offer *pro bono* coaching within their community.

Supervisor lens: In my practice I encourage coaches to share their thoughts and feelings as well as discussing interventions, so that we can bring into view strongly held unconscious beliefs and values. Through respectfully exploring the differences between these beliefs, it is possible to help coaches release barriers that may be limiting both their own and their clients' potential.

To show how this might arise, here is an example: My supervisee, working with a *pro bono* client from a disadvantaged background, felt they needed to re-address the agreed timeframe for the job – offering more sessions than originally agreed. We unpacked this and discovered that the coach was attempting to compensate for the lack of

interest previously shown in this young person's life. Working further with this, we uncovered that the coach's value of taking care of themselves was being compromised by their 'giving time away'. Gently confronting where else these patterns arise yielded an 'a-ha' moment: the compensation cycle was driven by feelings of guilt and duty, rather than value. This leads to opportunities for positive change, including choosing to reprioritise the value of self-care and focus on the *quality* of attention given to each client – rather than the time spent with them.

In these partnerships, there is a different robustness and rigour. When a trained supervisor works alongside a coach, their well-informed and structured approach to thinking through cases, their curiosity and different avenues of questioning, and their ability to notice parallels and patterns all bring new depth and new angles of thought, allowing new, valuable insights to emerge for the coach. Whether a coach is employed or external, face-to-face or remote, one-to-one or group, or local or international, the crucial issue is how they

start out, engage and create the climate for learning. We are setting up possibilities for change, which involves passing development through the impact chain from supervisor to coach, to leader, to people, and to society.

Supervisee lens: As an experienced advisor, but newly qualified coach, working with young people from disadvantaged backgrounds made me realise how fortunate I am for what I had in my life. I hadn't realised how far out of my comfort zone I would feel. I was unfamiliar with this environment, being used to my business setting and advisory position. In supervision I explored 'being a learner again'. We wondered how this feeling could be a resource when working with students, who are often in a position of 'not knowing' and 'feeling uncertain'. I explored which of my values this work was resonating with; for example, we both held fairness and integrity as important, helpful to trust and to empathy, but differences were also apparent in our attitudes around wealth and bravery. This opened up how beliefs about this client group were challenging my objectivity as a coach, demonstrating the highly personal nature of self-explanation: how we describe to ourselves what is going on, based on

the values we hold and the ones we see as most significant. Values exploration had an impact on my work with the students, as I started to see their unique qualities more fully. I reflected this back to them, which grew their confidence and knowledge of their own resourcefulness, making them more likely to complete their studies.

And the impact on my advisory work? When having exit conversations with a business owner, I see that it is not just about the commercial value. I can skilfully pull into the conversation the fundamental values that I have learned through listening differently. These are behind what makes a decision feel right and good – beyond the commercial and operational elements. Legacy elements of a decision often relate to the community the business serves, and raise the issue of how to protect these elements in the future.

Coaching people in social change environments necessitates the same intentions for excellence, growth and safe practice as in other areas of business coaching. Discussing values and beliefs in supervision can bring into practice fresh ways of working that empower the coachee and the wider world beyond.

In this second piece, [Eve Turner](#), a facilitator from the AC Coaching Supervisor Group, and some of her supervisees reflect on their experience of working with CoachActivism.

CoachActivism is a *pro bono* coaching initiative created in response to the refugee crisis. Initially started by a community of professional coaches in Greece and the Vancouver Island ICF chapter in Canada, it is now in its third year. It is run jointly by teams mainly in Portugal and Greece, with contributors and coaches/supervisors from Portugal, Greece, South Africa, the UK, the USA, Canada, Italy, the Netherlands, Jordan, Israel, Lebanon and China.

Volunteers primarily coach frontline workers who are based with refugees in camps, shelters, and homeless or relocation sites. A critical element of the project has been providing monthly supervision following initial training, covering topics including trauma and boundary management. This is a summary of the thoughts of the supervisor and the three coaches in her group to one of the many challenges faced.

SUPERVISOR EVE TURNER

CoachActivism is difficult for all of us. Coaches are working with people often fleeing the most appalling of situations, people who may be traumatised and at their most vulnerable. Boundary management is an obvious consideration, and the theme of doing enough is a parallel that comes from the refugee workers, through the coaches to the supervisors (who also receive supervision of their

supervision, as a group). Coaches have often said that it is supervision that helped them balance the many challenges of this programme, which include 'doing enough' and managing boundaries, as well as recognising when coaching is not appropriate.

The ethical and contracting issues have been a consistent theme. Many refugee workers are on the frontline. While in business we may contract effectively and manage cancellations, what do you do when a refugee worker doesn't turn up for a free session? We discussed the need to be rigorous but whether it is right to stick to a contract when, for example, someone may not have turned up because another boat of refugees has just been rescued and the worker is escorting those coming off the boat to a safe place and helping them through the arrival process.

Dealing with the human fallout from what is happening in countries like Syria is totally different from our day to day work. As a supervisor, I have been made aware of the need to be flexible and to assess each situation, while also maintaining boundaries and joint responsibility; it is a clear example of how important it is to avoid falling into an 'either/or' situation. Refugee workers have often felt unempowered, frustrated by the limits of what they can achieve. This is reflected by the coaches who can't quite believe that listening and holding a space could possibly be enough.



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SUPERVISEES

KATERINA KANELIDOU

This is the third year I've volunteered as a coach for CoachActivism. In supervision we've discussed cancellation and/or people simply not showing up. In helping run the programme I have spoken with many of the coachees we work with and seen some of the conditions under which they operate. This shows me different perspectives and as a result I feel less frustration when there is a last-minute cancellation. I can sometimes feel relieved (as I tend to overdo it – just like the volunteers we coach). I know that my flexibility is appreciated and that coachees genuinely feel concern when they request to reschedule a session at the last minute. However, I am still left questioning the balance of my flexibility and whether it serves my coachees' best interests.

Working with the supervision group challenged my perspective and gave alternatives. It helped me stay connected with the other coaches, and not become over-identified with the populations we serve. Thoughts of 'How can I be doing enough?' emerged in various circumstances and I see it even in my concerns about working balance. It's interesting how many layers the discussions of flexibility and boundaries have, and how to work out where the balance lies.

MINA TALIAKI

Since the coach is a volunteer you can imagine how disempowering it can be when the coachee makes a last-minute cancellation and they don't inform us. The coach feels that their values of respect, contribution and consistency

are not being met and appreciated by the coachee. Our supervisor emphasised the need for initial contracting as our most useful tool. When we focused on this, I got better results in terms of cancellations. I noticed that as we focused on contracting, the coachees became further engaged and the enrolment process more effective.

VIOLETTA PSOFAKI

Issues around the contracting and cancellation terms with *pro bono* clients both challenged and occasionally frustrated me. From my perspective, a cancellation charging policy must be in place because most people tend to value services and be more committed to them when they pay for the sessions. Although in *pro bono* cases there is no payment, I think that cancellation terms are important for setting boundaries, keeping a neat schedule and establishing mutual respect. I give my *pro bono* clients the same amount of care and attention as I give my paying clients. I invest my time and energy and see coaching as a partnership of equality.

With some refugee workers, serious incidents may occur which prevent them from attending the session. When that happens, it's not as easy to adhere to a contract/cancellation policy as it is with paying clients. In part that's because I understand the pressure they are under and the frustration they feel at times. If a cancellation policy was in place it would be up to us to evaluate the client's commitment and determine in which cases we wish to be flexible and in which we should follow the policy.

ABOUT THE AC GROUP SUPERVISION CALLS

The Association for Coaching provides a Group Supervision Experience on the third Thursday of every month. The calls are held via video link or low-cost teleconference line and are facilitated by experienced AC coaches and coaching supervisors, who donate an hour of their time to support fellow AC members. The calls last up to one hour with a maximum of five participants. AC Group Supervision Experience calls are designed to offer members a taste of what supervision is like and what can be gained from participating in it. The calls are available for AC members regardless of location across the world. For more information, visit

www.associationforcoaching.com/page/EventsGroupSupervi

REVIEWS

MY 10 STRATEGIES FOR INTEGRATIVE COACHING

Vincent Lenhardt's recent offering provides a valuable means of combining theory with everyday practice, says Paul Curran.

Albert Einstein told us 'There's nothing more practical than a good theory'. From that perspective, Vincent Lenhardt has produced a very practical book indeed; it certainly grabbed my attention from the start. Within a few pages I was marvelling at the serendipity of having this book land in my lap at this time. The book started well and just got better.

In the first five chapters, Lenhardt describes the coaching process and introduces the strategies and models that guide his work. He begins with the Rogerian principles, which he describes as 'holomorphic' – they contain and are contained in all the other strategies. Strategy two, titled 'Fish/Fishing Rod', directly addressed an issue which often concerns me: what balance to strike between signposting my clients and sharing my learning from a naturopathic viewpoint. The third section is an in-depth description of his RPNRC model, with a particularly useful exploration of a 'Fifteen-parameter dashboard' which unpacks Lenhardt's strategy and adds useful practical advice, which helps keep the coach-client contract relevant as the coaching journey unfolds. Strategy four, on Contextualisation, highlights the utility of the parallel process which, if spotted and acted upon, is transformative for the client. Finally, in strategy five we are reminded that the coach seeks to minimise interventions just as the acupuncturist seeks the greatest economy of needles to free up the energy flowing within the client.

AUTHOR: Vincent Lenhardt
PUBLISHER: Palgrave Macmillan
PUBLICATION DATE: July 2017
HARDBACK PRICE: £27.99
ISBN: 978-3-319-54794-7



I loved how the next five chapters addressed the client perspective. Lenhardt's 'Identity Backbone' and 'Meaning Molecule' models provide useful reminders of the boundaries of coaching interventions. He likens the coach to a psychological osteopath aligning the client's meaning structures, and by separating 'Important' from 'Essential' aspects of the psyche Lenhardt guides us away from 'entering the client's secret garden'.

This is a masterful piece of work, which I'm delighted to have on my bookshelf.

ABOUT THE REVIEWER

Paul Curran started his career in radio engineering before engaging in project and marketing management. He began executive coaching in 2005 but, following a serious illness, formed Action Centred Health to assist clients taking a proactive stance toward health protection and disease prevention. Curran's model for holistic health addresses the individual's dimensions of physical, mental and spiritual health and is adapted to the organisational environment by consideration of operations, management and leadership.

I discovered that the issues over which I was able to have some influence and the one I was most passionate about were all related to justice. I cared about many other things, and was always supportive of others who were dealing with them, but it became clear that social justice was my path.

Sir John Whitmore. Coaching for Performance, Fifth Edition, page 216

THE POWER OF COMPANY CULTURE

Ian Saunders believes that this book is vital reading for anyone coaching leaders in an organisational context.

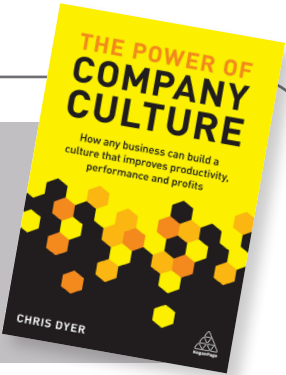
This book, by Chris Dyer, is a valuable addition to ideas about company culture. Dyer outlines, in three sections – 'Where to start', 'The 7 Pillars of culture success' and 'Culture in action' – his approach to company culture, based on stories and examples from his own experience, using research to back up his ideas.

In the first section, 'Where to start', Dyer outlines the foundations for his ideas by explaining good and bad examples of company culture together with thoughts and actions for building a great culture.

The second section defines his 'seven pillars' in some detail, and this is the heart of the book. These seven pillars are Transparency, Positivity, Measurement, Acknowledgement, Uniqueness, Listening and Mistakes. The following examples caught my eye.

In *Transparency*, Dyer focuses much attention on our mindsets and mental models, indicating that these often get in the way of transparency. In *Positivity*, he mentions two approaches that he has found valuable: Appreciative Inquiry and Positive Deviance. In *Acknowledgement*, he illustrates how this quality is much more important than cash rewards to company success, citing the work of management and organisation professor David Mayer, and stressing the vital need to foster peer-to-peer acknowledgement. In *Uniqueness*, he encourages companies to establish their own uniqueness and then communicate it widely. The next pillar, *Listening*, Dyer describes as hard work, and he quotes from Stephen Covey's classic *Seven Habits of Effective People* that 'most people do not listen with the intent to understand; they listen with the intent to reply'.

AUTHOR: Chris Dyer
PUBLISHER: Kogan Page
PUBLICATION DATE: 2018
PAPERBACK PRICE: £19.99
ISBN: 978-0-7494-8195-7



In the final pillar, *Mistakes*, Dyer explains the difference between errors and mistakes. He talks about the challenges inherent in allowing mistakes and learning from them rather than using them to blame.

In the third section, Dyer outlines ideas for engaging leaders and fostering achievement. He identifies ways to engage others with your ideas and also how to present to leaders, build allies and encourage champions. This section put to rest those fears I had about his ignoring the challenges of implementation.

There are many ideas and examples in this book for anyone coaching in an organisational context, and for anyone coaching leaders this is vital reading.

ABOUT THE REVIEWER

Ian Saunders has been involved in leadership and personal development for the past 40 years. He has coached in many organisations, across all sectors and organisational levels. He believes that all learning needs to be a mixture of action and reflection and incorporates this into his work. He has wide experience in designing and delivering a variety of workshops and team development activities, action learning, individual leadership coaching and The Alchemy of Coaching programme.

Readers of Coaching Perspectives can use the promotional code AC20 to receive 20% off when purchasing this and other titles at Kogan Page

I have come to the firm belief that in this day and age, and with the responsibility they have, coaches have to be more than an empty vessel, a mirror, or a slave to their clients' agenda. They should be well informed and up to date with global affairs and trends, especially about environmental and economic degradation, social justice and social distress, psychotherapy and spirituality.

Sir John Whitmore. Coaching for Performance, Fifth Edition, page 266

WORKING DEEPLY

Sue Stockdale finds that *Working Deeply* stimulates new thinking and insights on what is transformational coaching.

I find it very satisfying when you finally read something that coherently explains what you have been doing all along but could never quite describe to other people. *Working Deeply* provided the words for me to now confidently explain the value of, and process by which, a coach can facilitate transformational learning in their clients.

The book works on two levels – firstly, at a cognitive level where you can understand the concepts, which are supported by evidence and case study examples. Secondly, at an observer level, where you can reflect on clients that you may have worked with who faced similar challenges – how you helped them work through those challenges and gain new insight into what you might have done differently.

The authors define ‘transformational coaching’ as the process by which an individual critically reflects on core values, beliefs and assumptions they hold about themselves and the world around them. The coach’s role is then to help their client construct new ways of thinking and behaving in order to integrate the new with the old. Barner and Ideus skilfully take us on this journey for ourselves as readers, so that we can construct new ways of thinking and behaving by applying what we learn to our coaching practice.

I particularly enjoyed the chapter on ‘use of self in coaching’. It outlines four ways that a coach can raise their own awareness as to how they are affecting or being affected by their client. These are: being mindfully attentive, reducing reactivity, understanding your values, and being authentic. The authors also provide some developmental actions for coaches to consider, which included ‘giving yourself permission to be human’.

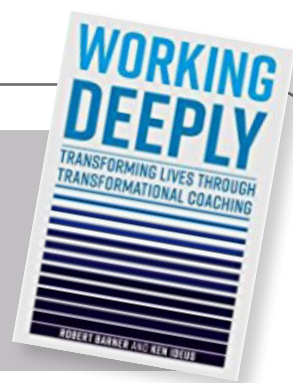
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I also found the section on ‘what to listen for in the client’s story’ helpful. The list of questions provided could be beneficial for either a business leader listening to their employee or a coach listening to a client. It subtly takes the focus onto a deeper level, and then offers practical actions such as addressing story inconsistencies or asking the questions such as ‘If nothing changes, how does this story end?’ and ‘What preferred story would you like to write for yourself?’

Finally, the book provides input on how to help a client move forward – explaining that any future strategy must be clear, compelling and cohesive, while offering ideas on how to help clients ‘stay on the path’ as they embed new behaviour. With summary sections, lists of questions and action points, it’s easy to follow what the take-away learning is without this getting lost in a sea of text. I would recommend it as a read, particularly for those coaches who want to become more confident to go deeper with their clients.

ABOUT THE REVIEWER

Sue Stockdale is an AC-accredited Master Executive Coach and coaching supervisor. Her clients include leaders in business, elite sport and not-for-profit organisations in UK and North America. In 2014, Sue received a global coaching leadership award at the World Coaching Congress in Mumbai. As an author, 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). She is Deputy Editor of *Coaching Perspectives*.

Coaching for ageing well at work

In this Deep Dive, **Dr Tatiana Rowson** provides an overview of ageing well and introduces some research into the psychology of successful ageing. Here, she builds a case for coaching as a means to address some of the challenges.

The global population is ageing. Worldwide, the number of people over 60 years old is set to grow to 2 billion by 2050 (UN 2010; Beard et al. 2012). According to the International Labour Office senior economist Ekkehard Ernst (ILO, 2015), the proportion of older workers in the world’s workforce is likely to increase, from 10.5% in 1990, to 18% by 2030; this means 750 million older workers. The term ‘older worker’ may lead us to think about grey-haired and frail people. However, it actually describes individuals aged 55 and above (OECD, 2017), and within this group there is much diversity. Some authors now refer to the ‘third age’ and the ‘fourth age’ – or the ‘young-old’ and the ‘old-old’ – as a way to differentiate healthy, active older individuals from those experiencing the consequences of declining health. Despite much criticism of these terms, they serve to remind us that there is a group out there who are struggling to adapt, and one that we do not necessarily consider.

In the occupational context we often hear debates on diversity issues around gender, sexual orientation, ethnicity and religion, but seldom about age. Yet initiatives to support successful ageing at work would benefit from more interventions – especially from coaching practitioners. This article aims to highlight how coaching can support an ageing workforce. The importance of this theme goes beyond the realms of diversity and inclusion, but also helps to mitigate potential labour shortages (NIACE, 2015). Concerns about staffing levels often feature in the media. Frequently featured are the healthcare and medical sectors, where early retirement of the workforce is likely to add to the problems of increased demand. Thus supporting individuals to ‘age well’ at work and remain in employment will be essential for the long-term survival of many organisations.

Ageing does not happen without consequences, and there are several areas that demand attention, such as health and learning and development. Yet with awareness, planning and appropriate actions, the risks associated with ageing can be minimised and opportunities maximised. While we are starting to gain a better understanding of what it takes to age well, balancing gains and losses in different life domains, there are very few empirical studies exploring coaching interventions at this stage of life. Midlife Career Review (NIACE, 2015) is one of the few initiatives to include one-to-one coaching to help individuals over 50 years old make sense of their current lives and what is next. Regardless of how directive or non-directive the coaching approach, or the specific area of practice (e.g.

health coaching, career or executive coaching), there are some critical aspects of contemporary ageing experiences that are worth considering to better understand and relate to these coachees.

Ageing as a social challenge

While the ageing of the population should be perceived as a triumph (WHO, 2002), indicating a lengthened longevity and success in tackling premature death and disease, it does present challenges. Some of the concerns are around the sustainability of an older population (OECD, 2011), especially with relation to the funding of retirement and the healthcare costs associated with older people’s ill health. However, if individuals manage to keep healthy and are in an environment that welcomes their participation, they become a valuable resource to society, potentially able to contribute to many areas of life. With this in mind, there has been a growing drive to promote ‘Active Ageing’ (WHO, 2002), and initiatives encouraging individuals to work for longer have followed this (OECD, 2011).

Active Ageing involves helping older individuals to stay in charge of their own lives for as long as possible, continuing to play a part in their respective societies and in some cases continuing in employment, with adjustments to working practices where needed

One difficulty older people encounter at work is ageism. This is not necessarily presented as direct discrimination, but instead appears as unconscious bias. Cuddy, Fiske, and Glick (2007) noted that older people tend to be perceived as low in competence and are generally treated with pity, especially if they look old. In some industries, an aged appearance is also associated with a perception of declining services. This negative perception directly affects the opportunities presented to older people, such as further training, promotions and participation in new projects. Moreover, it affects the individual’s self-image, making it harder for them to remain confident and able to act when necessary. Raising awareness around ageism helps to create a more positive environment in which people can feel valued and motivated to develop themselves and participate actively. Many organisations have taken on board the mission of promoting ‘successful ageing’ at work (WHO, ILO, CIPD), not only for the sake of inclusion but also with an understanding

that older employees' talent and experience should be nurtured and maintained.

Another difficulty of keeping an ageing workforce engaged and fit in terms of skills and wellbeing is the diversity within the over-55s group. This diversity includes differences both in individuals' desires, interests, motivations and life priorities, and also in the level of resources they hold, such as financial status, health, social network of contacts. These differences build up over time, and account for the great variances we observe in terms of ageing outcomes. This complex phenomenon can be explained by the theory of 'Accumulative Advantage and Disadvantage' (Dannefer, 2003), and result from our experiences, choices and set of circumstances over a lifetime, especially from midlife onwards. What is interesting about this cumulative process is that success in maintaining resources or advantages in one area does not guarantee success in others. For instance, an individual might be in a good financial situation but in poor health. The major concern occurs when individuals accumulate so many disadvantages that they are unable to do anything to mitigate these.

It has been suggested that interventions for successful ageing at work, such as planning for new working patterns, re-training, wellbeing and wellness interventions should, in fact, start before individuals reach the 'older workers' stage, when their disadvantages might be too great to be reversed (Illmarinen, 2005; McNair, 2010; Truxillo, Cadiz and Hammer, 2015). Furthermore, interventions should be holistic in nature, taking into account individuals' demands and the resources in their work life and home life, and focus on helping individuals to adapt and adjust their routines so as not to deplete all their resources at once.

The demand for this type of individualised intervention is where coaching has a part to play. Group-based interventions to improve the prospects of extending the working life show promising results. However, some of the challenges encountered concern the difficulty felt by participants to reflect and define their goals in such an environment, with a considerable number giving up before any results were achieved (Müller et al., 2016). This suggests that coaching can be used as a suitable intervention to support successful ageing at work, as it provides individuals with a client-centred space to plan for the future around their own set of circumstances, while maintaining a goal-focused approach facilitated by coaching techniques. Examples of successful interventions akin to coaching include 'Work-Ability' (Illmarinen, 2005) and 'Midlife Career Review' (NIACE, 2015).

Areas of attention

Even though ageing outcomes are a consequence of our unique set of circumstances, there are some broad areas that are generally important to ensure successful ageing at work (DWP, 2017).

Skills and learning

There is no doubt that the old model of a period of study and training at the beginning of our working lives no longer serves today's workplace, and the idea of lifelong learning is now widely accepted. However, the older people get, the less likely it is that they will receive training and updating of their skills. This is largely due to the belief that older people cannot

learn, or are not interested in learning (as they will soon retire), or to individuals' own beliefs about their own capabilities and motivations. The situation tends to be worse for people who have worked for the same organisation for many years (Vickerstaff, Phillipson and Loretto, 2015).

Some of the negative beliefs regarding learning in later life are associated with stereotypes of ageing and decline. However, it is important to note that cognitive ageing is a multidimensional process where different elements change in different ways. The so called 'fluid' mental aspects – the ability to be flexible, adaptive and respond to novel situations – essential for everyday living and functioning, tend to decline with age, and it is usually observed that once a certain domain gets impaired others also show signs of deterioration. Horn and Cattell (1967) suggest that fluid intelligence peaks in adolescence and declines progressively from 30-40 years of age. By contrast, 'crystallised' mental aspects (knowledge learned and acquired through life experiences) decline much later; indeed it has been argued that crystallised intelligence may even increase in later adulthood (Forshaw 1994).

Schaie and Willis (2010), reporting on the Seattle Longitudinal Study, suggest that educational intervention, or cognitive training, can stop and even reverse intellectual decline in older age. This finding opens the possibility of learning at any age, and shows how interventions can be used not only to update one's skills, but also to manage and prevent decline. Therefore, the argument that one is too old to learn should not be used to exclude anyone from continuing to develop their skills at work. In fact, when managers believe their older staff can continue to learn, in line with the growth mindset principles (Dweck, 2006), these workers feel motivated to take up training and continue to learn. In a world that is changing so quickly, where desirable skills and competencies are also changing, it is of course important to continue to engage in training at all ages.

Health and wellbeing

Neglecting one's health or continuous development may have lasting consequences, and can accumulate to form a number of disadvantages. Ill health is usually one of the factors preventing people from working for longer. It is not surprising that the probability of health issues and disabilities increases with age. Interestingly, older people have a lower incidence of workplace injuries, but when these do happen, it takes the individual longer to recover. Physical decline is an inevitable aspect of ageing. Its effects on health, however, range from minimal to more severe, depending on predisposition, lifestyle and the demands of the job. Research recommends that a combination of health monitoring and work adjustment is a successful way to keep workers active for longer (Illmarinen, 2005).

Agency is suggested to have a transformative effect on one's trajectory and ability to deal with disadvantages (Ferraro et al., 2009). However, agency does not happen in a vacuum; it demands that motivation, self-efficacy and drive, as well as emotional wellbeing and other psychological resources, are maintained. Therefore, it is inevitable that psychological factors have to be considered as antecedents of individuals' motivation to invest time and effort in maintaining their health status and current skillset. Studies indicate that coaching can be an effective approach to support people (see NIACE, 2015; Gazelle, 2015). Along the same lines, the organisational context must be

conducive for this process of continuous development and offer the necessary support for individuals to adapt, learn and stay in good physical and psychological health (Illmarinen, 2005; CIPD, 2016).

Changes to self and personal circumstances

Psychologists writing about different aspects of human development have indicated that as we age our priorities and interests change. In the literature, there is a certain consensus around this shift. Jung (1875–1961) pointed out that from midlife onwards individuals change their focus of development from external to more internal aspects of their psyche.

Similarly, lifespan psychologists such as Erikson, Levison, and even Super in the career domain, also reference this transition in the form of life stages. These theories are not free of critics. This is especially true when these theories are used to represent contemporary experiences of adulthood (accounting for the elongation of life stages due to longevity, and the individualisation of the life course due to greater flexibility in family and work social contracts).

Since these natural changes in life priorities, motivations and purpose happen as one ages, it is not surprising that social scientists investigating older people's attitudes towards work and extending working life have found that although many would like to continue working well into old age, they would not necessarily wish to continue working in the way they were in midlife. So, in their 'Third Act', as actor Jane Fonda nicely framed it in her 2012 TED talk^{*}, people want to continue being active and involved, but not on the same terms as before. At this stage, individuals are very unlikely to have caring responsibilities for their children, but might still be caring for their own parents. Work also starts to take on a different meaning, where intrinsic factors gain greater importance over extrinsic ones. Therefore, older people are less disposed to tolerate 'life on the treadmill'.

Ageing leads to change and even personal growth, but this does not make anyone immune to limiting beliefs. As people age, their own biases around growing older start to influence their sense of self and the confidence to engage in new activities. Perception of health, regardless of actual health status, and social identity (feeling identified with 'old-old' or 'young-old' social groups) also greatly influence how individuals make decisions and choices in the later part of their working lives. Unfortunately, most of us are oblivious to these influences on our decisions, whether these are day-to-day or major. Coaching can offer the space for reflection and self-awareness necessary to plan the next stage of a life consistent with one's personal values and purpose, and free from age-related limiting beliefs.

Successful ageing

The idea of successful ageing (or ageing well) has evolved with the last half-century of research. Early theorists believed that successful ageing entailed a process of disengagement from social roles in the face of decline. This notion was soon refuted in favour of the idea that ageing individuals, when disengaging from certain roles, would re-engage in others, activity being a central aspect of successful ageing. Both theories emphasised a level of discontinuity between different stages of life and were criticised for this separation between midlife and old age. *Theories of continuity* then emerged, arguing that successful ageing is

a continuity of midlife: individuals actively maintain those internal and external aspects of life that are important for them throughout old age, only discontinuing elements that have lost importance or are no longer sustainable (Atchley, 1999).

Although Continuity Theory is fairly good at indicating what makes successful ageing, it does not explain the processes individuals engage in to maintain the status quo. Life-span developmental psychology theories, especially the *Selection, Optimization and Compensation [SOC]* model (Baltes and Baltes, 1990), are a useful framework for understanding successful ageing at work.

The SOC model builds on the premise that at specific instant individuals have limited resources (e.g. time, energy, health), and the use of SOC behaviours allows them to successfully manage these resources to achieve the best possible outcomes – maximising the desirable and minimising the undesirable ones. These behaviours include a prioritisation of goals through elective or loss-based selection. So individuals choose domains that are important for them and select what they wish to achieve in these domains. This is similar to the goal-setting process in coaching, but it would have ageing as a reference. This goal selection defines the other two strategies from the model and works best when individuals understand their life priorities and set of circumstances.

Optimisation involves enhancing or maximising existing resources to achieve the selected goals. Goal setting can be greatly helped by working with a coach. Finally, compensation behaviours are used to make up for resource shortages to achieve a goal, generally by using external sources. Although the implementation of SOC may vary between different individuals depending on their set of circumstances, adaptive behaviours tend to follow the SOC model.

Research indicates that individuals who engage in SOC behaviours experience a range of benefits which have positive impacts on areas such as competency and performance maintenance, workability, wellbeing, work engagement, job satisfaction and work-life balance. Recent studies indicate that SOC behaviour can be effectively trained, giving promising results. Interestingly, integral parts of engaging in SOC strategies include both goal clarity from the onset and a good understanding of internal and external resources. Thus there is an interesting fit between this model and coaching interventions to support successful ageing at work.

What does this mean for coaching?

Coaching can be a vital resource at later life stages. Retirement does not necessarily mean that one no longer works; it is for many the time when they feel free to pursue different interests and occupations. Many want to continue working, but not as they used to in their prime working age^{**}. Individuals do not necessarily know what they want, and allowing time and space to evaluate life is a necessary step to understanding how the next phase will be lived. Shifts in life priorities can be quite unsettling for many, and coaching may offer a fruitful space for reflection and exploration. Exploring one's life purpose, values and beliefs, as well as appreciating the finitude of life, is essential to understanding which goals and life domains will take priority in the future.

^{*} https://www.ted.com/talks/jane_fonda_life_s_third_act

^{**} OECD (2017) defines prime working age as between 25 and 55 years old

The dynamic between personal life and work life becomes even more complex at this stage and addressing one life domain necessarily involves considering the impact on others. Life circumstances, concerning needs and commitments such as caring responsibilities, and one's financial situation are important considerations to help individuals decide which choices are realistic and will take them to where they want to be. This life-work balance can be fruitfully explored with a coach. Likewise, the evaluation of their health status is essential to understanding the resources that individuals hold or that they might need for re-building their lives (see SOC principles).

Coaching can also help older adults explore the context of work, review current strengths and skills, and find new areas of learning. Consistent with the principles of the SOC model, skills and competences can also be reviewed in terms of resources to be optimised, acquired or compensated. Finally, coaching provides a safe space to challenge limiting beliefs and biases about ageing that might prevent older adults from living life to the full.

In conclusion, late adulthood is a multi-faceted life stage, and no intervention – unless holistic – will be effective on its own. Practitioners and researchers should no longer approach ageing solely from a perspective of decline and loss, but also as a time of new beginnings, where self-awareness and effective regulation of resources can enhance life experiences. The positive and strengths-based orientation of coaching is particularly helpful in supporting and reinforcing the paradigm of ageing well.

Tatiana Rowson is currently conducting further research on this topic and is looking to connect with practitioners. If you have experience of coaching older workers or are interested in the possibility, please get in touch with her at T.Rowson@henley.ac.uk



ABOUT THE AUTHOR

Dr Tatiana Rowson is a business and coaching psychologist with international academic and consulting experience. Her area of practice includes executive and career coaching and executive assessment.

Tatiana is a lecturer in coaching at Henley Business School and her research interests are in the areas of life and career transitions, age and wellbeing at work. She is particularly interested in the impact of mid-life transitions on the career of professionals and executives and its outcomes in late adulthood and retirement.

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