

JANUARY 2019 | ISSUE 20

# Coaching Perspectives

THE ASSOCIATION FOR COACHING  
GLOBAL MAGAZINE

## Creating coaching cultures

Building coaching cultures from  
battlefield to business

Jakob van Wielink and Leo Wilhelm on  
creating psychological safety

Discover what leadership behaviours  
characterise the best coaches

## JANUARY 2019

**Monday 21 January** 6pm - 8.30pm  
Cambridge Evening

**Exploring Presence in Coaching**  
*Maria Iliffe Wood and Dr Roger Noon*

**Wednesday 30 January** 2pm - 5pm  
Dublin Afternoon

**Childhood stories and the impact on behaviour**  
*Sarah Hill*

**Thursday 31 January** 9.30am - 12.30pm  
Belfast Morning

**Childhood stories and the impact on behaviour**  
*Sarah Hill*

**Thursday 31 January** 9.30am - 5pm  
London Day

**Relational Team Coaching**  
*Georgina Woudstra*

## FEBRUARY 2019

**Tuesday 12 February** 9.30am - 5pm  
London Day

**Positive Psychology for Coaches**  
*Yannick Jacob*

**Tuesday 26 February** 9.30am - 1pm  
Newcastle Morning

**An Introduction to Drama-Based Coaching**  
*Mike Cockburn and Tracey Hutchinson*

## MARCH 2019

**Wednesday 6 March** 9am - 4.30pm  
Glasgow Day

**Coaching Cognitive Behavioural Therapy**  
*Rob Willson*

**Wednesday 13 March** 1pm - 4.30pm  
Dublin Afternoon

**How To Build A Brand Your Prospective Clients Can't Resist**  
*Kim Arnold*

**Thursday 14 March** 9.30am - 1pm  
Belfast Morning

**How To Build A Brand Your Prospective Clients Can't Resist**  
*Kim Arnold*

## APRIL 2019

**Tuesday 2 April** 9am - 4.30pm  
London Day

**Functional Fluency recipes for interpersonal success**  
*Valerie Fawcett*

**Tuesday 30 April** 9am - 4.30pm  
London Day

**Coaching with Paradoxes: Leveraging Advantage in a Messy World**  
*Geoff Abbott*

## MAY 2019

**Thursday 2 May** 9am - 4.30pm  
Newcastle Day

**Coaching with Paradoxes: Leveraging Advantage in a Messy World**  
*Geoff Abbott*

**Tuesday 7 May** 2pm - 5pm  
Dublin Afternoon

**Coaching with Paradoxes: Leveraging Advantage in a Messy World**  
*Geoff Abbott*

**Wednesday 8 May** 9.30am - 12.30pm  
Belfast Morning

**Coaching with Paradoxes: Leveraging Advantage in a Messy World**  
*Geoff Abbott*

**Tuesday 21 May** 9am - 4.30pm  
London Day

**How To Build A Brand Your Prospective Clients Can't Resist**  
*Kim Arnold*

## JUNE 2019

**Thursday 6 June** 9am - 4.30pm  
London Day

**Motivational Interviewing**  
*Tim Anstiss*

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One of the sad frustrations of the coach is coming to the end of a great coaching contract – your client now aware, responsible and full of energy to make change – only to sense that you are sending them back into a dysfunctional or stagnant system. And with this goes the disheartening knowledge that your client may well backslide into old habits, familiar compromises, or turn a blind eye, perhaps without even realising it, in order to fit into the prevailing culture.

In this issue we focus on how to build coaching cultures. By this we don't mean that everyone in the organisation needs to be a coach – although increasingly HR professionals are adding coaching training as part of their essential skills portfolio. What we mean by 'coaching culture' is an organisation that has practices in place to ensure a culture of awareness – of self, of team dynamics, of the impact and consequences of choices made and actions taken. With this goes a culture of responsibility: instead of rigid hierarchies where people look to 'pass the buck' or hide behind a laissez-faire approach, a coaching culture encourages all individuals to be accountable – to themselves, to each other, and to the mission and reputation of the organisation. In a world with widespread digital transparency, there are fewer hiding places. Trust and respect can be lost with a single revelation of wrongdoing. In coaching we encourage an ethical and reflective approach to consider all stakeholders and to see our work as an integral part of living what Aristotle called 'the good life', not just a path to making money. Work should be a place where we can thrive, develop and contribute, not merely survive.

In this edition of *Coaching Perspectives* we address our theme from many angles. **Judith Cardenas** kicks us off with the role of coaching and innovation in building employee engagement while **John Climpson** provides a fascinating glimpse at the very different ways the army, a rail network and a building supplies company create coaching cultures. Dutch coaches **Jakob van Wielink** and **Leo Wilhelm** explore the term popularised by Google 'psychological safety' and how this is bound up with growth mindset, through the lens of a leader's journey from scepticism and fixed attitudes to a coaching approach – which pays dividends with his team and his family. Head of Service Directors at BNY Mellon Ireland **Carol Andrews** is an advocate for more women in the workplace as a key to more diverse cultures, and **Bozer, Santora** and **Posthumus** look at coaching high potentials as role models within their

organisations. Of course, coaching cultures don't happen by accident – they require intentional practices across the organisation. **David Ringwood** and **Maria Brown** from Management Research Group provide interesting data on those leadership behaviours that are more likely create and sustain an effective coaching culture.

An example of a coaching firm that has since its earliest days approached coaching through a systemic and holistic lens is Performance Consultants International, founded by the late, great, John Whitmore. **Sue Stockdale** interviews their MD **Tiffany Gaskell** on how they help clients achieve sustainable change through developing a self-reinforcing culture.

A successful coaching culture can help build personal resilience, and support people through the inevitable crises that life brings. **Ruth Simpson** looks at the difference between resilience and adaptability and how we coach that fine line, while **Tamsin Slyce** and **Dr Louise Sheppard** describe the rewarding experience of working with those who find themselves on the margins of community, education and the workplace – helping them gain the skills and confidence to participate and contribute. **Joanna Barclay** introduces the concept of working with horses to develop the whole-body leadership that goes beyond words and **Glynn Fussell** describes the results of his Whole Person Learning approach in building a coaching culture within a family business.

Our featured countries this issue are Denmark and Mexico, with **David Abiani** explaining Agile Methodology and **Valeria Rodriguez Codina** reporting on the progress of women leaders across Latin America. We have our usual fascinating insight into the Supervision room on the theme of reflection and 'bending back'. And finally, do take a look at our book reviews to help guide your 2019 reading.

I hope that 2019 is a year of expansion and insight, and may your coaching bring fulfilment to you and the individuals and organisations you help develop. As always it is good to remind ourselves that our coaching is in service of the wider society, and every coaching journey contributes in small and large ways to address the wider challenges facing our global community.

Happy reading and with my warm wishes for a great year ahead

*Hetty Einzig*

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The AC is an inclusive body for the coaching profession, not just coaches. This includes a full array of membership types - from coaches through to providers of coaching and coach training, academic institutions, not-for-profits and large global organisations or corporates that are building coaching cultures. Each type of membership offers its own type of benefits and services. Further details are available here:

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## OBITUARY: ALBERT TOBLER

It is with deep regret that I share that Albert Tobler passed away suddenly in November. In our last conversation he was telling me about how he felt he was just where he wanted to be, he talked about his plans for the future of Human Communication Ltd and most of all how blessed he was to be so supported and encouraged by his partner Susann. He was a delight to engage with and in speaking with Albert you couldn't fail to be energised, motivated and inspired. Our thoughts are with Susann and Albert's family at this sad time. – *Jeannette Marshall, Director of Accreditation, Association for Coaching*

Albert was a long-standing member of the Association for Coaching (AC), truly committed to making a difference and sharing the benefits of mindfulness within his work. As an accredited Master Executive Coach with the AC, he was highly self-aware, deeply curious and passionate to see others grow. Above all, what I will remember most is his compassion for fellow human beings. He will be missed by so many, who were touched by his generosity and support.

– *Katherine Tulpa, CEO, Association for Coaching*



# COACHING AND INNOVATION: CREATING A CULTURE OF COLLABORATION AND ENGAGEMENT

Judith Cardenas explains why innovation can positively influence employee engagement.

Webster's dictionary suggests various understandings of culture other than those 'features shared by people in a place or time.' Two of their other definitions are:

- *the shared attitudes, values, goals, and practices that characterize an organization.*
- *the integrated patterns of human knowledge, belief, and behavior that depends upon the capacity for learning and transmitting knowledge to succeeding generations.*

When addressing a culture of coaching in an organisation, we look to collaboration in a shared enterprise that expects the engagement of participants intent on innovation. In our modern 'schema of things', organisations are compelled to innovate just to stay afloat. Company closures regularly hit the news. In the last ten years, big businesses such as Enron, Kodak, Polaroid, Compaq and Radio Shack have all shut their doors. Without innovation, a company or a whole industry will simply be left behind.

A 2018 benchmark report<sup>1</sup> by KPMG and specialist consultancy Innovation Leader is well worth serious study. The report

comprises three parts – strategic alignment, funding, and delivery impact. The opening remarks state the issues:

*The world is changing quickly. Many companies are running as fast as they can simply to keep up with the pace of change, but are challenged to move even faster. The question for all of us is, are we being audacious enough? Investing enough in the right things at the right time to make an impact? We hope this report helps you ask the questions that get you to the answers you need for your next steps forward.*

For a company truly to thrive and not simply survive, its culture must embed an openness to fresh input from within. Innovation means to 'become new from the inside'. This will demand that all levels of employment be collegial, meaning everyone enjoys the psychological safety of sharing ideas without fear of 'rolling eyes' or putdowns such as 'That won't work'. In such an environment, no one need be afraid of failure.

However, innovative businesses also dedicate resources specifically to forecasting the future and preparing for growth. For these businesses, innovation resources are both their

personnel and their capital. KPMG classified three types of investments in innovation utilising Bill Sharpe's H1, H2, H3 model from his book *Three Horizons*. They are incremental, adjacent, and transformational.

- **Incremental investments**, called 'Core' or 'Horizon One' (H1), are improved services for existing customers tied to the core business. For example, Coca-Cola's local flavour, Georgia Peach<sup>2</sup>.
- **Adjacent investments**, Horizon Two (H2), involve the expansion of a related business or customer segment. Examples include General Motors' Maven car-sharing platform and Nike's Nike Plus membership scheme.
- **Transformational investment**, called 'Breakthrough', 'Horizon 3' (H3), is disruptive innovation that creates an entire new business to serve a new market and new customers.

Depending on the depth of financial resources in a particular company, these different levels of innovation may be entrusted to teams of dedicated individuals who work full-time on future development and growth.

Essential to the success of an innovation team is the culture of collaboration and engagement. Collaboration is the form of cooperation in which each member works freely and harmoniously with the team's leader towards achieving the collective goal. Each member takes personal leadership and therefore personal responsibility, underpinned by the psychological safety created to ensure a culture of collaboration – all of which contribute to the success of the team.

Integral to team collaboration is the dedicated engagement of participants who are accountable to the team as well as to the leader, and ultimately to the overarching good of the company. Personal engagement in this context is the commitment, loyalty and passion for one's employment within a company that enriches the employee's sense of self and ensures the company's reputation and quality of production. An engaged employee is absorbed in their project and enthusiastic about their place within the workplace. Such an employee is able to meld their personal values with the values of the organisation.

Peakon<sup>3</sup>, a platform for measuring employment engagement, offered these statistics in their e-book, *The Psychology of Employee Engagement*:

*In 2012, a study by Gallup found that business units in the top-quartile in employee engagement outperformed bottom-quartile units by 10% in customer satisfaction ratings, 22% in profitability, and 21% in productivity. These teams also saw significantly lower turnover, absenteeism, and fewer safety incidents.*

When coaching for innovation, a coach should be aware of these two elements: the corporate collaboration of the client's company and the client's type of engagement at work. Questions such as the following could be appropriate:

- What motivational support is available in your company? How open is communication?
- How freely are you allowed to work? Describe how you experience psychological safety.
- Are there opportunities for professional growth?
- Do you experience personal relations as something valued? Is achievement recognised?


These questions can help an employee feel part of the company's movement forward, even if they are not assigned to a dedicated innovation team.

## ABOUT THE AUTHOR



Judith Cardenas is an Innovation and Performance Strategist with more than 22 years of experience in learning and performance, corporate training and consulting. Judith is also professionally trained in the area of Neuro Coaching, the application of neuroscience and organisations' psychology into the field of coaching and performance improvement. She currently provides training, consulting and coaching for organisations such as the US Navy, US Coast Guard and US Air Force, plus a number of private clients.

1. <https://www.coca-colacompany.com/stories/specialty-sodas-with-a-local-twist-coke-leans-into-handcrafted-heritage-with-new-flavors>
2. KPMG, Research: Benchmarking Innovation Impact 2018. 2018 Innovation Leader LLC and KPMG LLP: <https://www.innovationleader.com/benchmarking2018/>
3. Peakon, 2018. *The Psychology of Employee Engagement*, e-book. People Analytics and Employee Engagement. Peakon.com



# DEVELOPING PSYCHOLOGICAL SAFETY IN LEADERS AND ORGANISATIONS

Dutch coaches [Jakob van Wielink](#) and [Leo Wilhelm](#) explore the parallel journey of a leader developing new insight through coaching, with the quest to build psychological safety within organisations.

As a director, Jean-François did not care much for coaching. To put it in his own words, he hated ‘people who simply stand on the sidelines and give advice instead of stepping onto the stage, where the action is.’ He had built up a successful company that he managed with an iron fist. He was aware of everything and also had an opinion on everything. He believed this was necessary because ‘What is a boss if not a person who is more knowledgeable than his staff?’ He worked long hours to safeguard his position. When his wife told him she wanted a divorce because his work seemed more important than their relationship and family, his first reaction was to work even harder to get away from the pressure at home.

The easiest way to achieve an organisational culture that naturally embraces coaching would be to recruit only staff with a ‘growth mindset’<sup>1</sup>, that is, people who are convinced that capacities can be developed and are therefore open to learning, even from their own negative experiences. These employees are willing to take on new challenges, despite having been faced with failure, and are capable of dealing with feedback, including critical feedback. They are naturally open to coaching.

That being said, reality is quite different. On the one hand, it is very likely that part of an organisation’s staff already have a fixed mindset. To be more specific, this means staff who are convinced that capacities are fixed, innate even, and that you need a natural talent for the skills you are considered good at. These employees focus more on avoiding the things they are not very good at, steering away from new challenges. On the other hand, employees who do have a growth mindset need an environment that offers opportunities for development, encourages entrepreneurship and risk-taking, and, when it comes down to it, values learning from one’s mistakes.

Since Jean-François did not just want to give up on the relationship, he made an effort and went to watch his daughters' hockey game for the first time. He was surprised to see that the coach had a very different approach to the one he remembered when, as a young boy, he did athletics. At that time, the coaches were tough men who had done better in their sports careers than the boys they were coaching, and did not hold back from letting them know this. They kept comparing the boys with one another and at the end of the day, no one was ever good enough. Things were quite different now for his daughters! The coach complimented them on their effort and skills, regardless of the result. He saw how the girls enjoyed team work, how they all cheered whenever a goal was scored, and how the players cheered each other up whenever their opponents scored.

## PSYCHOLOGICAL SAFETY

Psychological safety within teams refers to the conviction, shared by all team members, that the team is a safe place where they can take risks in the interpersonal relationships within the team.<sup>2</sup> This conviction is generally a tacit assumption by the individual team members or the team as a whole. Psychological safety consists, among other things, of the trust that the team and its leader will not ridicule, reject or punish a person for their views. Trust within a team is characterised by the expectation that actions by others within the team will be in the interest of the other team members, thus encouraging the others to become committed to those actions. Psychological safety at team level also includes, and goes beyond, interpersonal trust between the individual team members.

At first, Jean-François thought it was because the hockey coach was a woman and the players were girls. But the club's other teams were coached in the same way. After the game, he approached the coach and shared his astonishment. She told him that she consciously chose to create a safe environment that would leave scope for the girls to make mistakes and learn from them. He understood that feedback based on commitment rather than on results positively contributes to the development of both the individual players and the team as a whole. As it turned out, this positively influences the results too. The Monday after that weekend, he held a management meeting and decided to tackle things differently. The following week, a coach was invited to the meeting and the Director asked for feedback - something that had never been done before.

This is achieved when team members show mutual respect and trust, despite their differences, and feel that they can be themselves. That means there is scope for emotions of all kinds. It also implies a playful atmosphere and the capability to address and jointly tackle conflicts.

Psychological safety at team level is essential for good team performance. Team members need to conquer the fear of rejection within the team if they are to be able to take risks. Only then can they share their input, no matter how divergent, come up with new proposals, and face new challenges.



*Image 1: On the right, you can see the upward performance spiral with psychological safety in a team and on the left, you can see the downward spiral when there is a lack of psychological safety (based on Kathleen O'Connor's work)*

## TRANSITION AND DEVELOPMENT

Psychological safety is a must, but more is needed to ensure that organisations naturally embrace coaching. Both management and staff need to look at challenges from a 'growth mindset.' People who already have such a mindset generally owe it to their upbringing. They made this mindset their own in an environment where they were able to develop with a targeted combination of caring and daring, as well as a comfort zone that allowed for emotional involvement and trust. This environment needs to leave scope for dialogue, encouraging people to learn also from their (painful) experiences, to step outside their comfort zone, and not to shy away from taking risks. If we look at personal development themes in our lives, we can see these are linked to relationships with others. It is precisely in those relationships that we learn. On the Transition Cycle<sup>3</sup>, these themes adopt a cyclical pattern, indicating that we do not grow in a straight line, but rather in a repetitive pattern of contact, attachment, bonding and separation. In this process we also develop resilience. After all, it is only when we are capable of grieving for our losses and giving them meaning that we can experience personal growth in the next cycle. This growth, based on a 'safe attachment,' translates into a 'growth mindset'. If we grow up with a predominantly 'unsafe attachment,' we generally end up with a 'fixed mindset' and as a result, we experience setbacks and disappointments as a major threat and rejection. Needless to say, this could scar us for life.

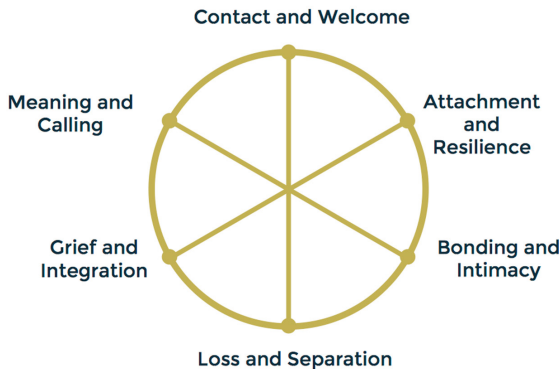


Image 2: Themes on the Transition Cycle

## SECURE BASES

It is primarily our ‘attachment figures’ who act as secure bases<sup>4</sup>, offering us the right combination of caring and daring to allow us to develop our ‘growth mindset’.

**'We define a secure base as a person, place, goal or object that provides a sense of protection, safety and caring, and offers a source of inspiration and energy for daring, exploration, risk taking and seeking challenge.'**<sup>5</sup>

Hopefully, at a later stage, we find these secure bases at school, in our teachers, on the sports pitch, in our coaches, and eventually at work, in our managers and colleagues. Based on a safe attachment, we can also connect to them and tackle challenges with a sense of safety. Luckily, even if we grow up with a predominantly unsafe attachment and a fixed mindset, there is still hope. In fact, that is a core task for coaches and, in a way, for managers in organisations also. Attachment styles can still develop throughout our life – we can rewire our brain – and we can, within the caring environment of psychological safety, make the transition from an unsafe to a safe attachment style, thus also making the shift from a fixed to a growth mindset.

1. Dweck, C.S. (2017). *Mindset. Updated Edition. Changing The Way You Think To Fulfil Your Potential.* London: Little Brown UK.
2. Edmondson, A. (1999). 'Psychological Safety and Learning Behavior in Work Teams'. *Administrative Science Quarterly*, 44 (2), 350-383.
3. Kohlrieser, G. (2006). *Hostage at the Table. How Leaders Can Overcome Conflict, Influence Others, and Raise Performance.* San Francisco: Jossey-Bass.
4. Kohlrieser, G., S. Goldsworthy & D. Coombe (2012). *Care to Dare. Unleashing Astonishing Potential Through Secure Base Leadership.* San Francisco: Jossey Bass.
5. As reference 4

The initial feedback had been quite bold: Jean-François' managers always felt that they were failing him and that he did not appreciate their input. His coach helped him adapt his leadership style, and as a result, he started asking more questions and giving his staff more space. He told his management team about his relationship crisis and that he felt it was not worth risking his relationship over his work. He started delegating more, giving others more responsibilities and complimenting people when he saw them take initiative and make proposals. He noticed that, for the first time in ages, he managed to relax, make time for his family, and pay more attention to his wife and children at home. His management team proved perfectly capable of leading the organisation and in no time, new product innovations were launched, which had not happened in a long time.

The shift to psychological safety within organisations, and the transition to a leadership style based on 100% caring and 100% daring, results in a higher degree of involvement, a greater willingness to tackle difficult problems, more eagerness to learn, a more open approach to coaching, and better team performance.

## ABOUT THE AUTHORS



Jakob van Wielink is the founder of De School voor Transitie (The School for Transition), as well as an international coach and mentor specialised in (personal) leadership. He is also executive coach of the (Advanced) High Performance Leadership Programme at IMD Business School, Switzerland, and a faculty member of the Portland Institute for Loss and Transition, USA.



Leo Wilhelm is a certified grief counsellor, manager and coach with extensive experience working with businesses and government organisations.

[www.deschoolvoortransitie.nl](http://www.deschoolvoortransitie.nl)

# Meet the Supervisor

New perspectives on Supervision



We recently launched “Meet the Supervisor: New Perspectives on Supervision” series of interviews, a members-only Digital Learning initiative designed to open up the world of Coaching Supervision.

“Meet the Supervisor” offers complimentary access to a series of recorded interviews with coaching supervisors led by Anne Calleja, Supervision Lead at the Association for Coaching.

The interviews showcase a range of styles and approaches that will help Coaches choose the kind of supervision appropriate for themselves and help Supervisors gain new insights, develop themselves and their practice.

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- Performance and Coaching Supervision with Clive Steeper
- Medical Coaching Supervision with Maggie João
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## COACHING FOR GENDER BALANCE AND INCLUSION

Creating a coaching culture is also about targeting coaching to enable more diversity and inclusion as key drivers of performance. **Carol Andrews**, Global Head of Service Directors, Asset Servicing at BNY Mellon and a founder of the 30% Club Ireland<sup>1</sup>, describes how addressing gender imbalance creates higher performing and more inclusive workplaces for all.

Gender bias not only disadvantages women; it also affects men. Gender stereotyping often evolves into defining and even limiting our roles in life, our professions and careers. There is no doubt in my mind that gender bias, often unconscious, is one of the many underlying reasons for the current imbalance in many professional areas and in business leadership.

Unfortunately, this is still a challenge for many businesses - from multinationals to SMEs. The bias exists throughout the economy and has no boundaries. Even those who have taken action to improve female representation at senior levels can find it difficult to sustain momentum.

While gender balance is only one element of genuine inclusion, I believe progress towards a gender-balanced workforce and leadership is a critical step in having a genuinely inclusive workplace leading to benefits to business and individuals. A recent study by the Peterson Institute for International

Economics of nearly 22,000 publicly traded companies in 91 countries found a clear correlation between the number of women in executive positions and a company's profitability.

Addressing this issue improves decision-making, innovation and overall performance. Attracting and retaining talent is an increasingly important issue so it is vital that organisations recognise that diversity delivers.

What can you do? The answer is much simpler than you think: build a coaching culture for all talent to thrive. BNY Mellon is dedicated to supporting our employees across a diverse global workforce and is committed to fostering a workplace that attracts the best talent and empowers people from all backgrounds to reach their full potential.

1. The Club was founded in 2010 with the express aim of getting 30% women into boards and senior executive positions. The Ireland Chapter, one of twelve worldwide, was founded in 2015.

Our focus is on attracting top talent, training, regular feedback and opportunities for growth. At BNY Mellon we have six employee groups which support our diverse workforce and help ensure that a wide range of perspectives and rich experience contribute to our performance and ultimately our clients' success.

One of these groups is our Women's Initiatives Network, which provides personal and professional development opportunities and helps employees feel welcomed, included and valued for the differences that enable them to make unique contributions. The Network supports the advancement of women through opportunities for professional development, leadership, enhanced visibility and greater connections with other employees and clients. This might be through a traditional mentoring programme, reverse mentoring and/or cross-company mentoring initiatives to help female employees hone their leadership skills, exchange ideas and expand their networks both inside and outside the company.

A significant part of the employee groups' support involves ongoing coaching – both formal and *informal*. My own career would be very different if I hadn't had help throughout my working life, and some of the most significant help has been from informal coaches. This is something we should all strive to do, wherever possible, and in so doing help our colleagues, friends and ultimately businesses succeed.

We have grown up in an environment created by men, and the workplace is no different. I want to encourage women to be more confident in challenging the environment of the workplace, to be more resilient, to help each other, keep driving forward and not to give up. With the right mentor, coach or sponsor, women can start to thrive in their careers. Diverse senior leadership requires diverse talent pipelines from graduates through to the boardroom - and it is critical that women find the right coaches along the way who will support and challenge them.

In October this year the Office for National Statistics released stark figures that revealed a sharp increase in the gender pay gap when women reach 40, an age where many men and some women are stepping into, or already in, senior positions. One reason for this gap is believed to be the demands of family life, and many companies have introduced coaching programmes to retain and encourage women back to the workforce after maternity leave or childcare career breaks. At BNY Mellon in Ireland we have a Maternity Buddy programme which offers new parents coaching and support from peers to help them through some of the hurdles they face during parental transitions.

There are also formal resources available to both women and men who are already in work or who are taking a break. The 30% Club, for example, is open to all, and continues to go from strength to strength in Ireland, developing a number of programmes, including working with third-level institutions to provide executive education scholarships, mentorship,

and leadership development programmes. The Club has also undertaken research, and hosts events throughout the year, in Dublin and other cities, as a collaborative, business-led effort to make a real change in Ireland, aiming to achieve our goal of 30% female representation in senior management by 2020.

Under 12% (eight out of 68) of PLC board appointments in Ireland last year were women, according to the annual Women in Management research report conducted by the 30% Club Ireland in partnership with IBEC (the Irish Business and Employers Confederation and Dublin City University). We desperately need to change this and so I am calling on you all to coach your colleagues and friends, in particular the women who hold back their talent, and as a result help us all to build better businesses.

**Reverse mentoring involves younger staff mentoring older, more senior employees. It began with junior staff sharing their knowledge and skills - most notably in IT - but has now extended to mentoring in all fields on the principle of providing fresh perspectives and up-to-date views.**

## ABOUT THE AUTHOR



Carol Andrews is Global Head of Service Directors, Asset Servicing, BNY Mellon and has held a number of senior roles in the company. She is a Managing Director for BNY Mellon Ireland, Country Lead and founder of the 30% Club Ireland and a member of the IMI Advisory Council. Carol is CEO of BNYMFS (Ireland) DAC and Director of BNY Mellon (Poland). A Certified Investment Fund Director (CIFD) Carol holds a Masters MBS with UCC/IMI, and is a graduate of the Women's Leadership Forum (Harvard).

# Build it and they will change

Performance Consultants International have been helping organisations to build coaching cultures around the world for over 30 years. [Sue Stockdale](#), Deputy Editor of *Coaching Perspectives*, spoke to [Tiffany Gaskell](#), the company's Co-Founder and Managing Director, to discover the vital elements that are needed to achieve sustainable change.

**Sue Stockdale:** *Why do companies need to build a coaching culture?*

**Tiffany Gaskell:** We know that coaching cultures create high-performance cultures. In the past people used to think that 'telling people what to do' was the best way to get results. What we now know to be proven is that it doesn't, and that a collaborative culture, which is a coaching culture, does best. This comes out of masses of research in the health and safety sector. In high reliability organisations where it's a matter of life and death whether good or bad decisions are made, it's been found that when individuals are empowered and take responsibility this leads to the best decisions being made.

**SS:** *So responsibility and empowerment are key to delivering the type of coaching culture that organisations seek?*

**TG:** Yes, and coaching also links to the bigger picture – the planet. We are out of touch with who we are as people. Mary Robinson, former President of Ireland, said, 'We all need to become human again,' and that is what coaching is all about. When I watched my first example of coaching, I saw someone put down baggage they had been carrying around for years, and they seemed to flourish before my eyes – that's what coaching can do.

MAKE A CHANGE



DIGITAL READERS CAN  
CLICK HERE TO LISTEN TO  
SUE AND TIFFANY DISCUSS  
COACHING CULTURE

**SS:** *While a coaching culture may positively affect the individual, companies exist to also create profit – how do you resolve this dilemma?*

**TG:** I used to be a banker who traded derivatives, and measured everything via a spreadsheet, so I know that bottom line impact is required. When leaders change their behaviour, they have a big impact on people within the organisations and we are able to trace the financial benefits of this. For example, we took the top 150 global leaders of a manufacturing company through a coaching programme. They learnt to integrate coaching into their leadership style and in doing so were able to show an 800% return on investment.

A customer came to them with a dispute about a price. Past behaviour would have been to fight with them. Instead, rather than being defensive or aggressive, they got curious and listened. They gained an understanding of the customer's perspective, and the customer was able to also work through their own issues – so the matter was resolved without getting into a dispute. This meant that the company was able to save millions on that particular contract.

## LEADERSHIP FROM THE TOP

**SS:** *Can introducing a coaching culture really have a long-lasting impact?*

**TG:** We will have only a minimal impact if other systems within a business are not transformed as well. There is a global company headquarters in Turkey where they are looking at getting all of their systems aligned with the coaching mentality and teaching their leaders coaching skills. One can compare it to the McKinsey Consulting 7-S framework, which involves seven interdependent factors which are categorised as either 'hard' or 'soft' elements:

Hard Elements	Soft Elements
Strategy	Shared Values
Structure	Skills
Systems	Style
	Staff

'Hard' elements are easier to define and identify, and so management can directly influence them: with strategy statements; organisation charts and reporting lines; and formal processes and IT systems.

'Soft' elements, on the other hand, can be more difficult to describe, are less tangible, and more influenced by culture. However, these soft elements are just as important as the hard elements if the organisation is going to be successful. Developing a coaching culture involves going through all these systems and 'ticking off' what needs to be changed here in order to support

people in the new behaviours.

**SS:** *It can be a mammoth undertaking for a business – it sounds as if it takes a long time and costs a lot of money?*

**TG:** Organisations are constantly evolving, and constantly looking at what's the next strategic area that leaders need to be aligned around. Coaching needs to be tied into strategy, otherwise people are being asked to do something differently without understanding why. It's the 'What's in it for me?' question – this must be really clearly communicated along with the other benefits.

**SS:** *So is there upfront preparation that companies need to do so as to increase the chances of a coaching implementation being successful?*

**TG:** Yes, they need a big vision. And I have to pay tribute to our clients and the people who hold the dream for what is possible in those organisations. We call this the *place of possibility*. For example, we are working globally with car and engine manufacturer Volvo, who tell us: we have a vision for how our leaders should behave. Instead of telling people how to act, they empower and develop them on the job. We now work with Volvo to make this happen – in 40 countries around the world. That's about 100,000 lives that have been positively affected. That's what makes it so powerful – when clients can have visions like this and hold that dream for their organisations.

**SS:** *It seems the leaders at the top of organisations are critical to the success of the initiative. I know from experience of working in large organisations that someone may be the internal champion for a few years and then move on, so the vision is lost. How can you help companies guard against changes that may dilute the essence of a programme?*

**TG:** In the early stages of the project it's vital that things are stable, and that people stay in place. Some organisations really stand out, like medical technology company Medtronic, for example, with 80,000 people around the world. What they've done is set up a coaching centre of excellence, with very experienced internal coaches. To have people inside an organisation who are at the equivalent level of AC Professional Executive Coach makes such a difference. They are passionate about coaching, so they hold the dream. Every year they train their leaders in coaching, and build internal excellence as a core part of helping to secure sustainability for the long term.

## ORGANISATION-WIDE IMPACT

**SS:** *How do companies balance the value of internal coaching expertise compared to external coaches, particularly to support senior people?*

**TG:** I believe this is something that needs to be carefully evaluated. For example, one approach that companies often take is to provide their top leaders with external coaches because they don't have internal coaches who could coach

at CEO level. Their internal coaches will coach at middle management level and they also run a coaching programme for leaders to learn coaching skills that they can use on the job, not so much for one-to-one coaching but more likely informally, at the coffee station or in conversations with their people. Using this three-pronged approach supports a coaching culture overall.

**SS:** *What are some of the core skills that are critical for a coach (internal or external) to help them succeed, be a great coach and make a difference?*

**TG:** We believe one of the fundamentals of coaching is creating inspiring goals. This skill is especially important in an organisational context. Then there is asking powerful questions, and active listening. Within organisations it's particularly important to offer challenge as well as support, and to pay close attention to the context of the organisational culture. In the recent edition of *Coaching for Performance*<sup>3</sup>, and through the work we've been doing in health and safety, we've created something called *The Performance Curve*. The idea is that people can look at the Curve, which goes from low performance to high performance, through different mindsets. They can look to see what mindset their organisation has. When we show this to clients and use it with coaches and leaders in organisations, it helps leaders think about what type of culture they are creating and then what type of performance it relates to.

**SS:** *It seems that Sir John Whitmore's legacy has been impactful in particular within an organisational context. He was an AC Global Ambassador, and I wonder in what other ways John's legacy weaves its way through the work of Performance Consultants?*

**TG:** My feeling is that we stand on the shoulders of a giant who moved the whole business world in a different direction. John first went into organisations in the late 1970's and he wasn't shy about telling home truths. He was quite happy to walk into board rooms and tell the leaders that they needed to become more human. The body of work that he left behind is immense – including *Coaching for Performance*, his book that became the 'bible of coaching'. Our team updated it last year before his death because we want to carry on John's work of professionalising the coaching industry. There are all types of coaching out there, with lots of people calling themselves coaches, but really what does it mean? Is there a qualification behind them? What training has there been? We want coaching to have rigour and also for coaches to show the benefits they are bringing to the organisation. As well as *The Performance Curve*, in the latest edition of the book we have included information on how to value the return on investment in coaching. All of these things John was passionate about and his work is present and underlies everything we do.

## GETTING STARTED

**SS:** *What are some of the key steps that will accelerate the chances of success when companies implement a coaching culture?*

**TG:** The first thing is sponsorship from the top. The initiative needs to be led and communicated in the right way because when a company is embarking on, for example, bringing in one-to-one executive coaching, it needs to be set up so that people are excited about it and understand its enormous benefit. It's like having a tailor-made leadership development programme for those individuals and this has to come across to the audience. Recently we launched a big programme in the United Arab Emirates. The CEO introduced this at a company conference and we also spoke, explaining what the coaching programme was all about. There were a few people who already knew about coaching and leadership who were talking positively about it, and as a result of all this the programme was a huge success. How it is all set up in the first place is vital.

**SS:** *When you say that the programme was successful, how do companies measure their return on investment or evaluate their results?*

**TG:** I'm really keen on encouraging companies to do this, but sometimes they don't have the appetite to do it. This is where we use our process – the coaching performance ROI as published in our book. It traces those impacts on behaviour that have changed. For example, we worked with Linde, one of the largest industrial gas companies in the world, in the area of health and safety. Bringing a coaching approach into health and safety was easily measurable. They saw a 74% reduction in safety incidents and accidents, and huge improvements in safety coming out of these behaviour changes. As I mentioned earlier, John Whitmore championed the idea that human beings should change their relationship to the planet. At Linde they understood this through the positive impact on their people, who are now less at risk; through an impact on performance; lower costs; and a positive outcome for the planet as well because there are fewer leakages, slips and spills.

**SS:** *So here you've got very clear measures in terms of the impact coaching had in a particular organisation. However, you also mentioned that not every company wants to measure. Why not?*

**TG:** It's down to time and money. What we do needs to be on the strategic agenda, because if it is leaders can see how coaching impacts the organisation. At Linde it was top of that agenda because of health and safety measures. If companies are not clear about why they are actually doing something they will have a hard time measuring it because they're not sure what outcomes they are looking for, and it's not tied in with the strategic agenda.

**SS:** *Is it critical that any coaching culture programme starts at the top and is linked into the organisational strategic agenda?*

**TG:** Yes. Another way of measuring impact on the company is through their engagement surveys. A nice example is Mastercard,

which wanted to bring in more of a coaching feedback approach. They measured engagement a year before the programme started and one year later did a survey of all their global leaders who had learned coaching skills. The level of engagement had moved significantly in a positive direction.

## DEMONSTRATING GOOD PRACTICE

**SS:** *Can an individual coach who is working with an executive in an organisation where there isn't a coaching culture influence the culture by demonstrating good practice, setting clear goals and measures, and measuring them at the end of their intervention?*

**TG:** Absolutely. If the coaching profession can get really robust and clear on what they are doing, why they are doing things, and the value they add to the organisation, it will help everyone to understand the value of coaching. I think there is something going on with organisations at the moment: they have the opportunity to lead the way in terms of setting direction and the agenda for future generations by being inspiring and harnessing the potential of their people. To do this, organisations need to evolve and become different from the organisations we see in the world so often. The essence of a coaching culture is that it's the way to lead the world in the 21st century when we are grappling with huge challenges like climate change, our human impact on the planet and also our relationship with ourselves.

**SS:** *It seems that these facets of responsibility, inspiration and harnessing potential are things that perhaps a millennial generation pays more attention to?*

**TG:** Exactly. When we work with organisations one of their big worries is how to engage millennials and future generations, because even older generations are no longer happy with traditional-style top-down, hierarchical organisations. Many leaders are having to completely transform and change their leadership, while previously perhaps they didn't value collaboration. This is such a shift for organisations to make, but if they can see that they are going to have high performance as a result of creating a coaching culture, then they will get behind it.

**SS:** *This reinforces the value of measurement?*

**TG:** In the form of the triple bottom line of 'people planet and profit' that John Elkington (who started the organisation Sustainability) talked about. He used to go into large organisations and be the conscience on the board to encourage them to think more widely about their impact.

**SS:** *My final question is – where do we find the role models that demonstrate this progressive approach to leading organisations?*

**TG:** Several spring to mind. The first is the Wholefoods chain of organic grocery stores. Their purpose is to 'Nourish People and the Planet'. Another key individual who springs to mind is John McFarlane, the Chairman of Barclays Bank, who wrote the foreword to *Coaching for Performance*. He talks about creating a 'meaningful and purposeful journey' and that's what he did at

ANZ Bank when he transformed the company for 35,000 people globally through his breakout programme. So building a coaching culture is about more than coaching! We talk about creating a culture for people, profit and planet – and this creates that higher purpose and the sense of calling that deeply motivates people.

Coaching for Performance Level 1 is a two-day experiential programme based on the GROW model and pioneering work of the Performance Consultants International's co-founder, Sir John Whitmore. It is designed specifically for coaches, leaders and HR professionals wanting to certify or looking for a new approach to inspire high performance within organisations. Join our programme to discover the power of transformational coaching.

AC members can receive a special 10% discount on any Level 1 workshop in 2019 by using the code coach19 when registering. Register through our website here: <https://bit.ly/2QX1gq7>

## ABOUT TIFFANY GASKELL



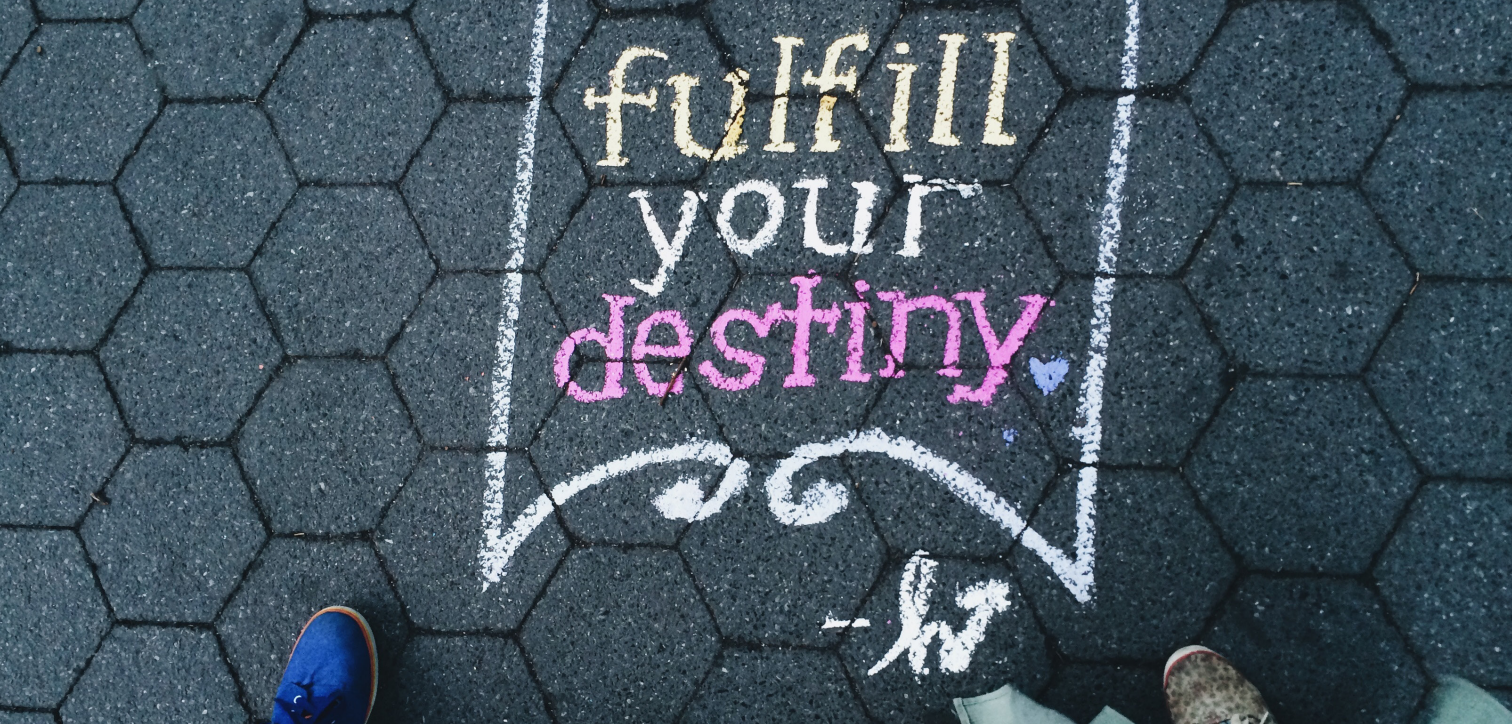
Tiffany Gaskell is an international authority on leadership development and one of the top performance coaches globally. She worked with Sir John Whitmore for fourteen years and led the revised 25th Anniversary Edition of *Coaching for Performance*, the 'Bible' of coaching, in 2017. Her work is underpinned by her belief in the power of transformational leadership to create high-performance organisations, benefiting people, profit and the planet.

## ABOUT SUE STOCKDALE



Sue Stockdale is an inspirational leader, executive coach and coaching supervisor with over 20 years' experience of helping leaders and coaches worldwide. As a polar explorer and an athlete who competed for Scotland, Sue brings the same discipline and commitment required in these activities to her professional life, combining these with an MBA in Entrepreneurship, an MSc in Quality Management and a global outlook. She is Deputy Editor of *Coaching Perspectives*.

1. Whitmore, John, *Coaching for Performance*, 5th Edition, Nicolas Brealey Publishing, 2017



## WHAT LEADERSHIP BEHAVIOURS CHARACTERISE THE BEST COACHES?

Coaching cultures don't happen by accident – they require intentional and considered practices across the organisation and a recognition of the value that coaching brings. **David Ringwood** and **Maria Brown** from Management Research Group (MRG) explore what approaches are more likely to create and sustain an effective coaching culture.

The values, mindsets and behaviours that shape organisational culture might well include recognition of the value that coaching can bring. This is potentially an important supporting condition; organisations that see themselves as a learning environment and appreciate the coaching role that leaders can play are more likely to make this an overt part of each leader's responsibility, and in doing so embed this as a cultural practice, rather than a merely transactional approach to development.

### **CULTURAL PRACTICES AS A MEASURE OF COMMITMENT**

We have all seen the difference between aspiration and commitment – for example the organisation that wants to embrace innovation but is unwilling to tolerate failure. This is the first but fundamental step; the genuine commitment to

more than just the aspiration. Understanding and appreciating the value of a coaching culture can show up in different ways. One example is to build this into organisational culture by making it an overt responsibility of each leader, embedding it in the reward and recognition processes, and training leaders in coaching and mentoring skills. Once that commitment is established, the actual practices associated with coaching culture have fertile ground in which to grow and flourish. This raises the next question – what exactly can leaders do to create an effective coaching culture, and what practices are associated with the best-in-class leaders-as-coach?

### **NEW RESEARCH**

The notion of a coaching culture implies both values and behavioural priorities. However, wishing it so does not make

it so; leaders need to engage in specific practices that change the concept of 'leader as coach' into something actionable. Assessment specialists Management Research Group (MRG) have over 35 years of experience and research in many aspects of leadership across the globe. Taking a contemporary look at leadership is an important consideration; the leadership practices that might have created an effective coaching culture fifteen years ago might not necessarily be the same as those that would work now. So the question then is: how do we know what makes an effective coaching culture now? Is there any objective, empirical evidence to suggest that some specific leadership practices contribute more meaningfully to a coaching culture?

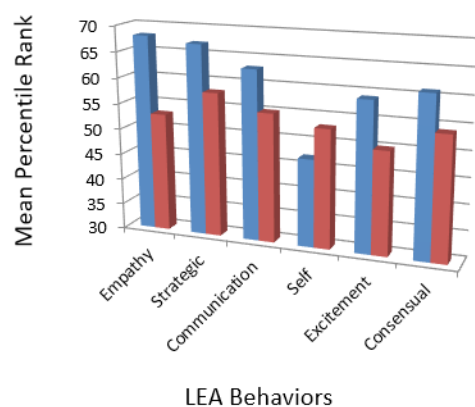
To explore this important question, MRG conducted research over the last five years involving a global group of more than 15,000 leaders, and using the Leadership Effectiveness Analysis 360, a sophisticated multi-rater assessment that measures two specific elements: the actual behaviours of leaders (22 distinct behaviours observed by bosses, peers and direct reports) as well as observer ratings of their effectiveness as leaders across 30 different competencies.

For this research, MRG drew upon two specific effectiveness ratings:

1. The ability of the leader to coach others
2. The ability of the coach to develop people

The effectiveness of leaders was rated by observers, with higher scores identifying individuals as effective, and lower scores indicating that these were not areas of particular strength. When we combine effectiveness ratings and behavioural observations, we can see which specific leadership practices differentiate leaders who are highly effective in coaching and developing others, from their less effective counterparts. Bear in mind that these findings are empirical and evidence-based; these are real leaders in real organisations.

What does this research reveal about the specific behaviours of leaders in effective coaching cultures?



■ Top Performers \*  
■ Other Leaders \*\*

\*10% most effective at coaching and development  
\*\*Other 90% of leaders in the sample

Of the 22 behaviours measured in the Leadership Effectiveness Analysis, six in particular seemed to have a strong impact on coaching effectiveness. Leaders who demonstrated these specific behaviours were identified by their observers as being very effective at coaching and developing others. Those behaviours were:

- **Empathy** – demonstrating sensitivity towards the feelings of others and seeing things from their perspective
- **Strategic orientation** – giving careful consideration to potential implications and using logic and evidence as the basis for decision-making
- **Communication** – providing clear instructions and setting expectations from the outset
- **Self (evidenced by lower scores)** – making decisions in a more collective and democratic manner
- **Excitement** – demonstrating visible energy and enthusiasm
- **Consensual approach** – actively seeking the views and options of others

## THE IMPORTANCE OF PERSPECTIVE IN COACHING

An overarching theme that we can identify from the above is that of perspective. The *Strategic* element brings an objective, evidence-based understanding of people, and also makes the leader come across as more considered and reflective. There is more to this than just an intellectual perspective; *Empathy* behaviours show that seeing things from the other person's point of view and having a strong sense of emotional responsibility towards their wellbeing is also a critical factor. These highly effective leaders-as-coaches don't just understand; they really care. They are active listeners who elicit the views and input of others and avoid relying solely on their own assumptions.

The implications of these behaviours are as interesting as the behaviours themselves. *Consensual* behaviours not only involve listening to people, but they also make people feel listened to and respected. In other words, I care enough about your point of view to seek it out. It makes people *feel* valued and included. This is of immeasurable consequence when it comes to building a trustful environment, and really reinforces the notion that culture is about both values as well as behaviours.

## INCLUSION AND MOTIVATIONAL LEADERSHIP

The theme of inclusion which the *Consensual* behaviour entails becomes even more central with the additional emphasis on democratic decision-making. The autocratic approach – seen in those environments where you just do what you're told – doesn't seem to work when it comes to effective coaching

cultures. These findings suggest an important dual dynamic: that employees can participate in a collective decision-making process, and that they have an active voice in those decisions. The two-way participation is also evident; these highly effective leaders not only explain their expectations thoroughly and at an early stage, but they also pause to ask and to reflect. Employees' questions and contributions, particularly because of the *Empathy* effect, are likely to be appreciative, respectful and sensitive.

The final element of this research is most interesting: effective leaders are observed as active in demonstrating passion and overt energy. People are able to witness their enthusiasm and to benefit from the motivation this can bring. Again the power of behavioural dynamics is evident – letting people know what to expect from the outset (*Communication*), explaining the rationale and setting the direction (*Strategic orientation*), and doing so with positive energy and enthusiasm (*Excitement*). It's not difficult to see why these behaviours might be perceived so positively.

Creating effective coaching cultures requires commitment and implementation throughout the organisation. In summary, leaders who effectively drive these efforts:

- Take perspective and truly work to understand the needs of others
- Lead democratically and invite others into the decision-making process
- Create a positive energy that builds enthusiasm and motivation

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## ABOUT THE AUTHORS



David Ringwood is Vice President of Client Development EMEA at Management Research Group ([www.mrg.com](http://www.mrg.com)), an international leader in creating high-quality assessment tools and conducting extensive research in leadership, career development/personal growth, sales and service. He works extensively with organisations around the world to help them identify critical leadership practices for personal and organisational success, and brings expertise in assessment tools and related coaching practices and methodologies.



Maria D Brown leads the research function at Management Research Group. She provides empirically based insights into contemporary themes in leadership. Maria regularly presents her research on key leadership topics such as gender, generation, culture and industry differences. Maria holds a BS in Psychology from the University of Massachusetts in Boston, and an MS and PhD in Psychology from Vanderbilt University. Upon completing her doctoral degree in 2012, Maria joined the Department of Psychology at Murray State University as an Assistant Professor. She has been at Management Research Group since February of 2017.

# Coaching in the Workplace: Culture. Performance. Growth.

At the Association for Coaching, we're excited to share news of our eighth **International Leadership & Coaching Conference** to take place on 12-14th June 2019. This time we'll be running it as a purely online event, with the Institute of Coaching, part of Harvard McClean Medical School, as our partner.

Respected speakers, thought leaders, internal and external coaches, industry experts and senior executives will join us to share their wisdom on coaching in the workplace.

By hosting the conference online, we're giving members of our international community access to these insights from anywhere they are, at zero cost of travel.

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- Coaching culture in organisations
- Leader as Coach and Mentor
- Leadership & reflective practice
- Future trends in coaching
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# LET'S COACH HIGH-POTENTIAL EMPLOYEES FOR SUCCESS

Coaching high-potential employees should not be a 'one size fits all' approach but something more subtle, according to [Joseph C. Santora](#), [Gil Bozer](#) and [Jan Posthumus](#).

Peter Drucker, perhaps the most influential management thinker of the 20th century, has often been credited with identifying three key questions for business strategy: Where are we now? Where do we want to go? How will we get there? These same three questions should be applied to the development of high-potential employees (HIPOs) who display the knowledge, skills, abilities and other characteristics (KSAOs) to assume strategic and future leadership positions in their organisations. Although there is no universal definition of 'high potentials', there is consensus among most scholars and practitioners about the core characteristics of successful HIPOs: intelligence, learning agility, engagement, readiness to step into a dynamic environment, and ability to manage one's energy and self.<sup>1</sup> On average, HIPOs represent about 10 to 15% of an organisation.<sup>2</sup> High performers are not necessarily HIPOs. They are rated high in their current positions, but often do not display a willingness or potential to advance to the next organisational level. HIPOs may very well be both. In fact, many high performers make strong individual contributions to their organisations but are not interested in managing or leading others, while other high performers have poor interpersonal skills that threaten their relationships with other stakeholders.

Developing and nurturing HIPOs are essential responsibilities for any organisation. It is therefore rather fitting that coaches play a significant role in the development of these important organisational assets and future leaders of organisations. However, while coaching HIPOs might appear to be a simple task, it is actually highly challenging.<sup>3</sup> Despite their propensity to lead an organisation, HIPOs need guidance to navigate the often complex nuances of their companies, address the KSAOs gap required to succeed in future roles, and make smooth transitions into leadership positions, since 'what got them *here* won't necessarily get them *there*.' Just because an employee has been identified as a HIPO it does not necessarily mean that he or she will fulfil the organisational goals and expectations of their employer. For example, according to a 2013 report by EmERGE Leadership Group<sup>4</sup>, only 16% of executives were viewed as fully adapted into their new jobs. The remaining leaders were viewed as somewhere 'in transition' between approaching their work as an individual contributor and approaching their work as a leader. Therefore, a coach can help prepare a HIPO for promotion from one organisational level to the next by providing the orientation required for success in their new

positions.<sup>5</sup> HIPOs can self-actualise or maximise their potential under the sponsorship of the right manager.

Approximately 60% of HIPOs fully dedicate themselves to the job, about 25% revealed they were seeking new career opportunities elsewhere, and for about 20% of them their 'personal aspirations' are misaligned with the organisation's plans for the HIPO. Thus, the task of matching a coach and a HIPO is not always easy or simple. Furthermore, there is anecdotal evidence to support the claim that HIPOs are not always up to the challenge. In one case, a HIPO was so engaged in multiple projects that he became a free rider when he was paired with two other HIPOs in a team setting. He was behind schedule in all his projects, and he was not contributing to any of them. In the end, the organisation dropped him from its HIPO list, as it believed he was not good leadership material.

### SOME COACH-HIPO CHALLENGES

In order to maximise the effectiveness of the coach–HIPO relationship, organisations must not only have clear guidelines for who is defined as an HIPO and why, but also identify and consider the specific personal and professional attributes, needs, and preferences of each HIPO (remember: not all HIPOs are the same) and match that HIPO with the right coach (remember: not all coaches are the same). For example, being identified as a HIPO is not enough to ensure effective coaching if the individual is not motivated and ready to engage in coaching or there is an issue of trust and discomfort between coach and HIPO. To better understand the important contribution that coaches may have on HIPOs' development, we have created a list of key roles coaches should play in the coach-HIPO relationship to promote coaching effectiveness.

Coaches should be:

- role models who build credibility and rapport with HIPOs, inspire them and have a positive moral influence on them;
- an integral part of the overall organisational learning and development processes;
- honest in their appraisal of HIPOs, as some HIPOs will never be part of the leadership in an organisation;
- aware of the halo and recency effects\*;
- sounding boards for new ideas and experiences;
- observers, listeners, and commenters on the behaviours, attitudes, and viewpoints of HIPOs to increase their self-awareness and unlock unique opportunities to acquire new skills; and
- able assessors of HIPOs' suitability for leadership roles in the organisation.

To be successful in these roles, coaches should:

- be attentive to the needs of HIPOs to increase their motivation and readiness to engage in coaching process;

- teach HIPOs to think differently, move them from their comfort zones, and help them reach 'aha' organisational moments – personal reflections and insights that help them to reshape their minds and make a difference in their organisations; and
- develop the HIPOs' leadership skills to enable them to make the upward transition to more senior roles.

### IN SUMMARY

Coaching HIPOs is a highly collaborative exchange between the coach and the HIPO in which HIPOs learn by doing through both a formal and informal active learning process. Every coaching relationship is contingent on the specific HIPO, and unfortunately there is no single most effective practice of how coaches should work with HIPOs. However, evidence-based HIPO frameworks offer guidance about focusing on the most important elements needed to coach a HIPO. Each coach may have his or her unique coaching styles and strategy but should seek to accomplish a basic outcome: to ensure that the HIPOs they coach have maximised growth and developed under his or her sponsorship and guidance to become the next generation of organisational leaders.

Coaches provide the feedback that is essential for developing HIPOs. It is vital to approach feedback sessions with a mindset of: 'it is not what you say, but how you say it.' Timing (the optimal time for both coach and HIPO, all baggage left at home) and setting (a neutral place) are essential when delivering feedback.

The final message: coaches should work with other institutional stakeholders such as HRD personnel and senior management to structure a development and retention plan for HIPOs. HIPOs who perceive that an organisation provides coaching for continuous learning with supportive leadership are more likely to commit to coaching engagements, experience improved competence in their knowledge and skills, and foster self-determination with respect to their ability to assume future leadership roles and make a sustainable impact in the organisation.

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\* Refers to two common biases: the halo effect, where positive characteristics are attributed to an individual based on other, unrelated positive characteristics; and the recency effect, where undue weight is given to the most recent encounter.

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## ABOUT THE AUTHORS



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## WHERE DOES THE NEED FOR RESILIENCE END, AND THE NEED TO ADAPT BEGIN?

Leadership coach [Ruth Simpson](#) explores how resilience and adapting are different, and what that means for coaches, leaders, teams and their organisations.

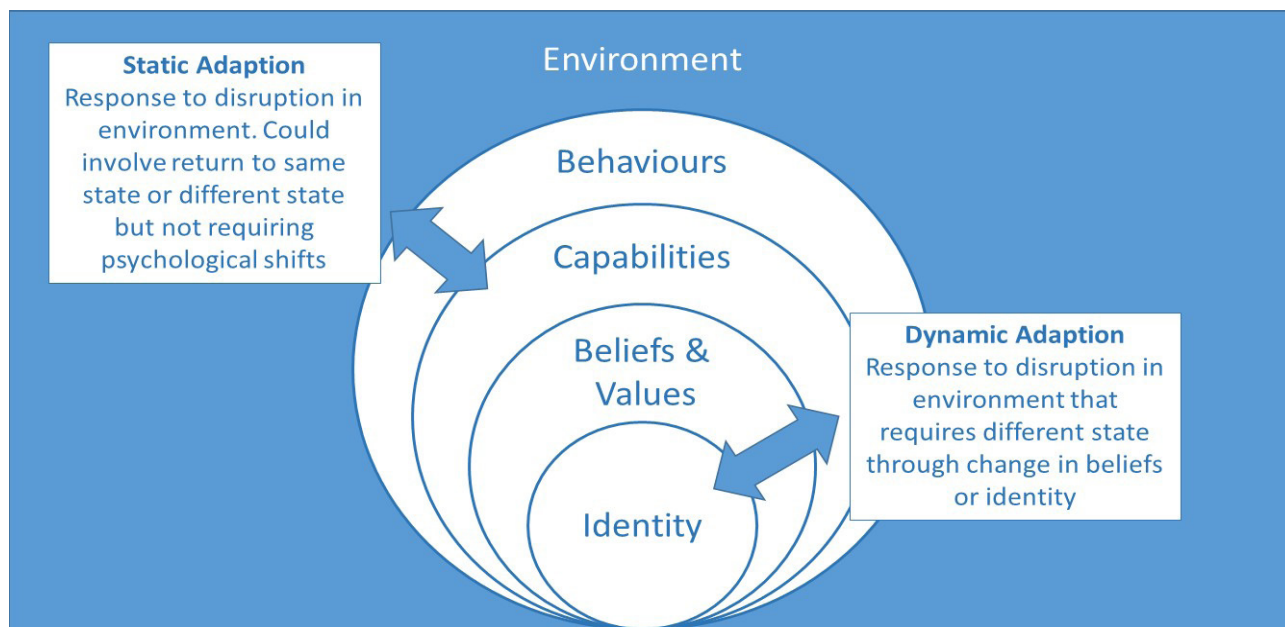
Over twenty years ago, as management consultants with PwC, we glibly spoke about the pace of change doubling every ten years. Add to that the continuing shocks and resulting uncertainty across the economic and political spheres, and it is no wonder that there has been so much call for work on resilience. How can we cope with such change and uncertainty? My question, however, is whether we are focusing on resilience at the expense of what might ultimately be more helpful: how could we more consciously *adapt* to fit these new circumstances?

My postgraduate research dissertation explored the attributes that allow people to adapt. I identified that, whereas the end result of resilience and flexibility is a return to the same state, adaptation will result in a changed state. To add to the complexity in this area, there are two types of adaptation, as defined by psychologist Eric Fromm<sup>1</sup> and leadership authorities Heifetz, Grashow, and Linsky<sup>2</sup>. The first defines *static adaptation and technical challenges*, which involve learning a new skill or behaviour that does not require any shift in underlying beliefs or character traits. This is different from the second type,

*dynamic adaptation and adaptive challenges*, which can only be achieved through addressing psychological shifts. This suggests that sometimes adapting is about doing something differently while at other times it's about *thinking* differently in order to do something differently.

This aligns with the work of coach and skills trainer Robert Dilts<sup>3</sup>, who identified a relationship between beliefs and behaviour and showed how, in order to effect a change at one level, work is needed at a higher level. Dilts' work also introduces the idea that how we see ourselves, our sense of identity, could be relevant, as that could influence a change at the level of beliefs. The figure to the right illustrates the different types of adaptation and the levels at which work is required to change them.

With this understanding of the difference between the need to be resilient and adapting, we coaches can help our clients gain clarity around what is required in their particular circumstances. One client, the managing director in a global manufacturer of horse feed, was finding management of a direct report in the USA a challenge until we reframed the situation as being a gift that enabled him to develop his leadership skills. This unlocked



tools and techniques to improve their relationship that he had successfully applied in other situations. My client returned to his original state, in that there was no shift in beliefs or character traits; his energy, however, was focused on being flexible and applying his existing skills in different ways.

In another situation, I worked with a client to adapt psychologically when his boss was looking for him to become more hopeful and less earnest. We began by exploring how he saw himself and the ideas he had about the leader he hoped to become. This led to work around his values and beliefs, and highlighted those beliefs that were driving more serious, habitual and unconscious behaviours. In this case his energy was applied to reflecting on what he thought and felt, as well as how he acted. This expanded awareness, coupled with the desire to make a change, and fuelled by his leadership vision, emboldened him to do things differently. He paid attention to how and when the behaviours were triggered, applied different approaches, and challenged some of his deeply held beliefs in order to become the source of possibility and hope that he needed and wanted to be.

Without a doubt we could happily indulge in a variety of discussions and debates about the differences between resilience and adaptability. On a pragmatic level, I'm suggesting that at least having an understanding of the difference between the two could help clients, coaches and organisations facilitate effective responses to the challenges they face. With this understanding comes a question: what does each situation call for? Does it require a response followed by a return to the original state, or does it require a different end state, and – if so – how significant does the difference need to be? Is it a question of coping, reframing and/or redoing what has been done before, or is it about thinking or being different in order to do something differently?

When challenges and circumstances call for a different end state, coaching is well placed to provide the time and safe space to allow for an exploration into what may help or hinder any psychological shifts. For example, values and beliefs that have served people well in the past may no longer be helpful. At a deeper level, how someone sees themselves and what they identify with may also be limiting whether and how they can adapt to fit a new situation. Coaching can support and enable those shifts in identity and beliefs that underpin dynamic adaptation.

## ABOUT THE AUTHOR



Ruth Simpson is a leadership coach who specialises in enabling individuals and teams to adapt to changes in the workplace. Her key strength is the way she grounds her work firmly in the reality of the challenges her clients face on a daily basis. She uses her leadership knowledge to help others achieve sustainable change. Ruth has started postgraduate research to explore the impact group coaching has on attitudes and mindset during times of organisational change in the workplace.

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# RISING MINDS, RAISING CONFIDENCE

**Tamsin Slyce** and **Dr Louise Sheppard** discuss the rewarding experience of coaching those struggling with challenging circumstances, and the profound impact on both coach and client.

*Rising Minds, a social enterprise specialising in coaching and resilience training, has partnered with Open Book, a project based at Goldsmiths College, London. Open Book encourages people who are struggling with challenging circumstances to embrace higher education. Students, who often have limited prior education, come with experiences ranging from past addiction, criminal records, mental health problems, poverty, trauma and other social barriers. Tamsin Slyce has coached on the programme since it began in 2012, and Dr Louise Sheppard has also been involved from the start, coaching participants and also supervising the coaches. Here they discuss their experiences so far.*

**Tamsin:** *What first drew you to Rising Minds' Open Book coaching?*

**Louise:** I was drawn to work with coachees who were showing courage by going back into education. It spoke to my core value of lifelong learning. It was also the desire to be involved in a team effort with some coaches I knew and respected, and others that I didn't know. Being involved in Open Book gave me the opportunity to coach a new set of clients and provide supervision for a mixed group of volunteer executive and life coaches.

**TS:** *What initial reservations did you have about getting involved?*

**LS:** As a supervisor, I questioned whether I would be able to support the group in this context. There was much anxiety and fear in the system and all of us – coachees, coaches and supervisor – were operating outside our comfort zones. Once I noticed what was happening in the system, I then felt able to make it explicit and work with it. As a coach, at first I wondered whether I could relate to my coaching client because our external worlds felt far apart. Interestingly, when interviewed for a project evaluation, my client said she had initially had the same concerns. In reality we both found that we had a strong connection as working parents attempting to manage work-life integration.

**TS:** *What have you enjoyed about your involvement with this programme?*

**LS:** The opportunity to meet new clients, who wouldn't normally be able to afford or have access to coaching, to work alongside different coaches and feel the camaraderie and a spirit of learning around a joint endeavour.

**TS: What would you say that you and the other coaches have found surprising?**

**LS:** I think you could sum it up as: 'The joy of experiencing our common humanity, care, and fun during the coaching and supervision work.'

**TS: And what have the other coaches found challenging?**

**LS:** For some, the logistics have proved challenging: lateness, last-minute cancellations and finding the most reliable way to communicate. As you know, however, these frustrations are not exclusive to these clients. It can be challenging to avoid 'over-helping' and in doing so undermine our clients' resourcefulness. At the same time, we have faced dilemmas of how to respect the safety of our coaching boundaries while responding flexibly to coachees' requests. Some of us have met coachees outside the coaching sessions, for example when we decided to attend plays they have put on. Others have chosen to hold coaching sessions in unusual venues to meet their coachees' needs – for example a hospital café. Endings have often proved difficult to navigate; as clients don't pay for the sessions, there can be less of a natural end to the programme and we have found ourselves regularly re-contracting.

Working with Rising Minds' Open Book coaching is undoubtedly a hugely rewarding experience. It can be challenging, since it can feel as if there is a lot at stake, so you have to have the confidence to trust yourself and the coaching process. I believe it's important to have supervision in place to help you understand the impact of the system on you and your coaching.

**TS: Conversely, what have you and the other coaches found similar to your other coaching work?**

**LS:** We each use our own signature coaching skills, processes and approaches as we would with other clients. We have noticed that the issues we explore in the coaching are similar, such as identity, fear, confidence, managing emotions, getting a job, money worries, parenting, perfectionism, stress and wellbeing.

**TS: What have you personally learnt from this work which you can bring into your executive coaching?**

**LS:** I have been more adventurous with my coaching and supervision approaches working with Open Book, and I have then brought this into my other work. For example, I have incorporated walking coaching, mindfulness, yoga techniques and constellations. It has reinforced the importance of having clear boundaries to provide a safe container, and of knowing when to flex them in order to provide appropriate support. As a result, I trust my instincts more when making judgements around this with other clients. I have noticed that I am bringing more of myself to the coaching and I have given myself permission to do this skilfully in other contexts too.

**TS: And what else has made this a rewarding and worthwhile experience for you?**

**LS:** Having a genuinely long-term coaching relationship with one client and seeing her develop in a holistic way. I witnessed her get a full-time job, a role which she deserved, having previously undersold herself and her abilities. I have also met a new remarkable network of coaches who I learn from and enjoy sharing ideas with.

**TS: From the clients' perspective, what have they appreciated about the coaching?**

**LS:** They say it's different from other interventions they have had in their lives: they are being listened to, heard, and encouraged to find their own path. In addition, they appreciate having someone to accompany them on their intrepid journeys.

*Open Book is one of Rising Minds' projects to bring the benefit of coaching to people who can really benefit from it but could not afford it. If you would like to find out more about Rising Minds, contact Michele Grant at [info@risingminds.org.uk](mailto:info@risingminds.org.uk)*

## ABOUT THE AUTHORS



Tamsin Slyce is an executive coach and director at Talking Talent. She primarily works with professional women in global organisations. She has been coaching for fourteen years and has delivered 4,000 hours of individual coaching. Tamsin was previously a journalist at the BBC. She has an MA in Coaching from Middlesex University. She is on the advisory board of Rising Minds, a social enterprise providing coaching and mindfulness services.



Dr Louise Sheppard is an executive coach with Praesta LLP and a coaching supervisor. She has been coaching for over twenty years to over 50 organisations globally and supervising for ten years with a range of internal and external coaches. Louise's background is in management with Unilever Plc and management consultancy. She has a professional doctorate in Coaching and Mentoring awarded by Oxford Brookes University. Louise is on the advisory board of Rising Minds, a social enterprise providing coaching and mindfulness services.

<https://risingminds.org.uk>



# COACHING CULTURE FROM BATTLEFIELD TO BUSINESS

Leadership and performance coach **John Climpson** reflects on his experiences of how coaching is used within organisations of differing cultures, focusing on his time with the British Army, Govia-Thameslink Railway and Travis Perkins Group.

When I think about a coaching culture within a business, it's not that we spend all our time asking each other questions. It's about how we can use coaching as an approach to deliver the right outcomes while intertwining with our existing culture, else it merely becomes a standalone tool that exists within a host culture. As coaching and mentoring experts David Clutterbuck and David Megginson explain, 'With investment in coaching culture, we are looking at factors that relate more closely, for example, to the organisation's ability to compete, to implement strategy and to respond to external change.'<sup>1</sup>

## A CHANGE OF CULTURE FOR THE ARMY

I served in the British Army between 2002 and 2015, which gave me a broad experience of the army as a whole, leading teams of telecommunication specialists globally, working with front-line infantry, and holding responsibility for the leadership development of soldiers and officers. While every different part of the Army has its own cultural nuances, the organisation as a

whole was still steeped in an autocratic, subservient culture. The authoritarian style was present at every leadership level, and for good reason: in the most severe of circumstances, when there is a threat to life, soldiers are trained to respond to the command exactly as it is given. So, while there is continuous learning throughout a military career, it is less about improvement by challenging conventional approaches, and more about learning what you are told to learn, at the time you are told to.

The change began in 2005 at the Initial Training Group Instructors School, with the delivery of a basic coaching skills course for all those within the training environment. When it came to preparing soldiers for war within fourteen weeks, no longer were trainers merely one-dimensional instructors, but they had now been trained in an alternative style and technique. At the same time, it was recognised that coaching skills would not be enough: what was needed was a transformation of mindset of those delivering training. Consequently, between 2005 and 2010, the Army invested in a hierarchy of coaching

courses, designed, developed and delivered at various levels of the ILM (UK Institute of Leadership and Management) syllabus, and employing Attitude Change Technology (ACT). ACT is an approach consisting of 'a series of models and metaphors – each of which provide a powerful insight into the concepts of performance, learning, communication and change'<sup>2</sup>.

This methodology is underpinned by Gallwey's Inner Game philosophy that the 'performance' of a tennis player is equal to their 'potential minus interference'<sup>3</sup>, acknowledging such interference as psychological in nature. This approach helped the Army to view coaching through the lenses of *performance* (managing actions and results), *potential* (training, knowledge and skills), and *psychology* (coaching mindset and attitude).

Over subsequent years, coaching became more prevalent across the Army, with greater support from specialist internal coaches and mentors outside the management chain. Wars had become multi-dimensional and multi-faceted; with a rapidly changing environment, leaders were less able to rely on an autocratic, pace-setting style, and therefore coaching became an increasingly important leadership style. There is a strong argument to suggest that the last ten years have presented the greatest ever cultural change for the Army.



## SURELY COMMERCIAL BUSINESSES HAVE UTILISED COACHING WELL?

Two companies where I have delivered coaching projects and programmes are Govia-Thameslink Railway (GTR) and Travis Perkins Plc.

Here's how complex it is trying to build a coaching culture within the British rail network: GTR, although a relatively newly formed franchise, is the largest provider of rail services in the United Kingdom, running four operating companies. GTR leads the Thameslink programme, a major government-funded upgrade to lines linking the Midlands and the south coast of England. Across all the operators in GTR there is a culture of delivering service to customers. This is, however, heavily diluted through a number of conflicting agendas; there is confusion as to whether operators govern themselves or are driven by the central function's policy makers, and numerous industrial relations problems have had a heavy impact on customers' trust.

The group has developed a mature, HR-led coaching offering, which comprises regular skills training for line managers, a 50-strong ILM-trained coaching network, and regular support from external experts for leadership development initiatives. In my view the disappointing aspect to GTR's coaching approach, however, is that it is entirely focused on personal development, with limited evidence that it has supported improved performance. Thus, coaching at GTR is a standalone tool, rather than something embedded in the heart of the culture.

Travis Perkins Group is the largest UK builders' merchants. The company originated in 1797, and now owns 21 brands. The group prides itself on its entrepreneurial culture, and, just as in the Army, one of their key values is 'being the best'. While the group has a well-constructed head office function, much more focus is put on the brands being run as independent businesses.

Travis Perkins has a similar capability on paper to GTR, but, rather than offering coaching en masse, it is rolled out on a bespoke basis when the need arises, especially at a senior leadership level. While there is the move to monitor and evaluate its effectiveness, and although coaching is also used to support sales and performance, there is still plenty of confusion as to what coaching is and does across the various elements of the group. So, while more intertwined in the fabric of the company culture, it suffers from an identity crisis.

## MY THREE KEY TAKEAWAYS

Looking broadly across the three organisations, here are my three key takeaways about coaching within the Army, GTR and Travis Perkins' culture:

Having spent years believing that the Army was quite regressive, I now realise that it is actually well ahead of the curve when it comes to coaching. A common model and methodology have been implemented and widely adopted, whereas GTR and Travis

Perkins have lumped a 'tool' that many find useful into an HR offering – something I have found common in many commercial organisations.

Numerous companies talk about a coaching culture. From my experience, a coaching culture is one where we all continuously want to improve, learn from our failings, and empower our people. In reality commercial pressures and focus on current objectives regularly prevent leaders from keeping a coaching culture at the forefront of their mind, leading them to revert to an autocratic style. This has been prevalent in all three organisations.

Many middle and junior managers still don't understand what coaching is. I have seen numerous examples when a manager has 'told someone to do something', in a nice and polite tone, and then explained to me that this was coaching. Or others have used coaching to abdicate the responsibility of having a difficult conversation with underperforming staff. How can we possibly have coaching embedded as a focal point within our organisational culture if it is not understood and aligned correctly?

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## ABOUT THE AUTHOR



John Climpson first got into coaching through athletics and eventually led elite international development programmes for military athletes, delivering numerous team championship victories before his move into executive coaching. He now forms part of the consultancy group Performance People and is an associate partner for executive leadership development company Board Mentoring. John specialises in performance coaching and leadership development across a number of commercial sectors.

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## CONSCIOUS LEADERSHIP – THE PATH TO AWARENESS AND WELLBEING WITH HORSES

Canadian leadership consultant and global speaker on Conscious Leadership **Joanna Barclay** describes a new coaching modality, co-facilitating with horses. Known as Equine Facilitated Learning (EFL), this technique can help create a workplace culture of human connection.

The decision to become an Equine Facilitator and learn how to develop conscious leadership through co-facilitating with horses was born out of my passion for horses which began as a teenager in Northern Ireland. During the two years I spent in the United Kingdom, I learnt stable management, veterinary skills and became a certified British Horse Society Riding Instructor.

However, as a young adult I could not see a future for myself, servicing someone else's luxury and earning just £50 a week after room and board was deducted. I returned to Ottawa, Canada, went to university, and left the horse world behind. My soul cries every time I remember this life-changing decision. Clearly there is a message here!

Fast-forward to two years ago. A colleague in the field of organisational development introduced me to Equine Facilitated Wellness and Learning (EFL). From this moment onwards, my inner world transformed. I had found the coaching modality I wanted to use in my leadership development practice.

### WHY IS THE HORSE/HUMAN CONNECTION SO POWERFUL?

It has been said that a person can achieve more personal transformation working with a horse in two days than they can achieve in months of talking therapy<sup>1</sup>. Having now led several EFL workshops, and been witness to several participant experiences, I can readily support this statement.

In working with horses as co-facilitators, I have discovered another level of impact that I refer to as 'magical', (the description of an emotional experience which is very difficult to put into words), which happens using the invitational approach to working with horses. When we see, feel and think about horses as sentient beings, when we ask instead of tell, and facilitate instead of command, the result is a deep sense of inner connection, a healthy positive life-affirming attitude, and greater self-responsibility.

## HOW DOES ALL THIS HAPPEN?

Horses connect to humans through the energetic field of our hearts.

Working with horses is a journey into heart energy. A horse's heart is five times the size of the human heart and creates an energy field that is pure, vulnerable and authentic. Horses are a medium to our self-awareness. They see past all our baggage and help us to connect with who we really are, our authentic selves. When we have a clear vision of ourselves, the world takes on a whole new perspective. We make better decisions, which has a positive impact on the world around us.

When we work with horses using an invitational approach, one of the things they respond to most effectively is our level of congruence and authenticity in how we show up. If we aren't in sync with ourselves or others around us, the horse demonstrates this lack of coherence by not responding to a simple request such as walking together.

Working with a horse on the ground may be the first time in our lives we have experienced inner balance and heart coherence. Barbara K. Rector's research on heart-rate variability shows that equine-facilitated learning increases heart rate variability, immune system functioning and improved self-esteem in all age groups. This inner balance and heart coherence is literally a heart-felt experience. It is a pathway to connecting to a place where we experience pure happiness, joy, connection, and peace.

Experiencing these feelings by being with horses allows us to bring the same experiences into our lives at work and into our relationships. Thereafter, when we aren't living in alignment with what is most important to us we know the difference because we have had the feeling of connection and wellbeing 'with horse'.

Equine Facilitated Learning fosters these qualities by bringing leaders on an inner journey to explore the conscious leader in themselves, connecting to their inner self, others and nature. It builds skills in compassionate and aware leadership EFL, mindfulness, and coaching on values, through the lynchpins of self-expression, connection and contribution.

During the groundwork with horses, participants often experience the fears which are blocking and holding them back from realising their full potential. Horses show us what is possible through heart connection, love, and trust. With the help of the horses, participants self-discover how to move past their fears to a place which offers them greater possibility and self-responsibility.

Horses are perfect for this, being role models of servant leadership. They are both vulnerable and powerful, loving and strong, controlled and free. All it takes is our conscious invitation to be mindful, fully in the present moment with them, and experience the relationship 'with horse'.

The point about horses helping leaders to be more authentic and real is 'spot on' and we see great potential for integrating this practice into leadership development. As the world is getting more dependent on technology, I observe that we humans need to reconnect with and learn from nature and rediscover who we are. Trying to exercise more dominance and control over our environment (both in and outside of work) is taking us humans in the wrong direction and rarely works. My husband worked with horses with his management team and observed that those members of the team who displayed dominating and controlling characteristics really struggled with building rapport with horses and couldn't get them to cooperate. In my limited interactions with horses I sensed this energy but did not realise there was science to it. I guess this is a great point for those who like facts and figures.

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## ABOUT THE AUTHOR



Joanna Barclay is CEO of the Culture Leadership Group, a corporate leadership consultant, keynote speaker, author, and media columnist to the Business Times. With extensive experience in organisational change, she is passionate about facilitating conscious leadership, team, and cultural transformation, giving people a voice in the process of change, resulting in engaged, high performing, values-driven organisations.

Joanna trained with Kylie Peters, in Melbourne, Australia, in a methodology called Adventures in Awareness (AIA) developed by Barbara K. Rector, Tucson, USA, to become a Certified Equine Facilitator.

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

1. <https://www.theguardian.com/society/2012/feb/26/horses-therapists-stress-autism-addiction>



## CREATING THE ‘WHOLE’ IN THE MIDDLE

Bettys and Taylors Group, a Yorkshire-based family business, embarked on co-creating a coaching culture with Oasis School of Human Relations. The school’s Co-Director **Glyn Fussell** reports on progress and the difference it has made within the business.

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When organisations approach us wanting to create a coaching culture, my first thoughts are to wonder what they really mean by this and if they themselves are up for the hard work and change they will have to enact to make this kind of culture possible.

I am passionate about the transformative power of coaching and it is easy to see why any organisation would wish to create a ‘coaching culture’. I can see the potent impact this approach can, and does, have on improving performance and culture – and helping to make organisations happier places to do your best work.

For any of these desirable benefits to be possible and for such a culture to really thrive, there need to be some pre-conditions in place, and the organisation itself needs to be up for helping to create these pre-conditions. Support at all levels for embedding a facilitative approach to working with others is required, along with a commitment to naming and addressing blind spots and

tough issues. This approach is not for the faint-hearted and cannot be achieved solely through the efforts of a consultancy, however brilliant they may be!

Without solid support and commitment to a new way of working and all that this means in lived reality, efforts to create a coaching culture can fail. At worst, I have experienced such endeavours as a sheep-dip approach with the provision of some rudimentary coaching training for all managers, who struggle to apply what they have learned when back in the stress and strain of their ‘day jobs’. Without the system itself supporting the cultural shift, the individuals within it quickly revert to what is known and familiar, and things stay just as they were.

As global pioneers in Whole Person Learning, our work has influenced the thinking and practice of many international business schools, ethical businesses and not-for-profit organisations. Meaningful and lasting change, the kind that commissioners yearn for when they speak of developing a

coaching culture, is in our experience only brought about by engaging with the whole person – head, heart and soul. And also engaging with the systems they are a part of. This deep, personal and systemic engagement is what makes the real difference, yet it is rare to find an organisation that recognises that to be fit for the future requires such an engagement on their part.

With that in mind, a genuine partnership approach to creating a coaching culture takes great courage on the part of the commissioning organisation. Fundamentally, it means a real and wholehearted shift away from a command and control model, to one which authentically empowers employees to influence the emergence of a culture that benefits both people and the bottom line. Our first step is to enable the organisation to take an unflinching look at its existing culture, and to consider the future picture they want to create together. Otherwise, all our efforts as consultants, coaches and facilitators can go towards helping people fit into an unhealthy culture that serves the few.

## WHOLE PERSON LEARNING

**Whole Person Learning works with all aspects of the person – the intellectual, emotional, physical and spiritual. It takes account of the relationships a person holds and the systems they are a part of. It is a transformative approach to education and learning that the Oasis School of Human Relations has pioneered and developed over 30 years of practice in organisational, team and individual development.**

**Its origins stretch back to the roots of humanistic psychology, recognising that if learners are wholeheartedly engaged in their own learning then that learning will be applied more fully and lived more unreservedly.**

*Visit <https://bit.ly/2SH938Z> for more information*

Since 2008, the Oasis School of Human Relations has worked in a dynamic, supportive and challenging partnership with an organisation that has been willing to go on such a journey, a successful family business where the commitment to developing people as the primary driver for change is thorough, widely understood and supported at all levels.

The Bettys and Taylors Group<sup>1</sup> is a UK-based producer of tea and coffee, with a number of iconic tea rooms running alongside the internationally renowned Yorkshire Tea brand. Oasis has partnered with them to develop a culture that embeds and values honest, adult-to-adult conversation and an environment

where managers and leaders are expected to coach and mentor those they lead. Our work has been at all levels, including the board and with family shareholders. The way of leading and managing at Bettys and Taylors (referred to internally as the ‘BTG Way’) has been co-created through a series of interwoven initiatives which include building resilience for managing change, relational leader development programmes, and the introduction of a highly successful internal coaching and mentoring provision which supports and develops hundreds of staff across the business.

This innovative internal coaching scheme is a major part of the foundation upon which the coaching culture has been built. It was introduced after we provided several years of coaching for key individuals and for those in major transition. These people, having worked with experienced Oasis coaches, became some of the strongest champions for taking a facilitative coaching approach, with a significant number wanting to learn these skills for themselves. Thanks to the open-mindedness of the organisation and its real desire to invest in a culture fuelled by learning and development, Bettys and Taylors Group started to reap many business benefits, and employees at all levels began to feel able to play an active part in forging the future of their organisation. The internal coaching scheme goes beyond traditional performance coaching, using a strongly relational model of helping others to bring more of their whole selves to the demands of a fast-moving business. The scheme has enabled a new reach for cultural change at all levels within the business, with more and more ‘internal clients’ stepping up in their role performance and finding the courage and impetus to put themselves forward for promotions and new opportunities within the business. The impact has also been felt and reported by the direct reports of those who have trained as coaches, and who are experienced as more effective, more supportive and more collaborative in their approach.

Lindsay Botto, Operations Director for the Group’s tea and coffee brand, Taylors of Harrogate, was involved from the outset. She says: ‘As an organisation we were asking – how do we develop more self-direction, self-management and self-awareness? Where do we provide the space to consider the future of individuals’ roles and their areas for development?’

Working closely with the business, we designed a modular programme – Coaching and Mentoring with Head, Heart and Soul – and looked for volunteers from within the business whose passion for the development of others would make them perfect candidates to be internal coaches. The chief executives of the Group agreed on a commitment of two days a month of these trainee coaches’ time in order for them to meet clients, attend supervision and undertake continual professional development. It is a lot to ask, and by and large those who came forward were senior people, whose day jobs are busy and important to the business. The move towards such a significant investment heralded a new chapter towards creating an enabling coaching

culture and sent a strong affirmative message to the whole organisation.

Within the workforce of more than 1,400 people, twenty internal coaches have been through the development programme so far. Between them, they have reached over 150 members of staff deeper within the business, who are free to access the scheme in agreement with their line manager. One of the internal coaches said: 'I find it really rewarding to see the changes in people. What I hadn't anticipated is the impact my learning would have on my wider role... I have found more of a voice through the use of effective questioning and I am also able to listen much more, picking up patterns and themes that passed me by previously.'

Key to the ongoing success of the internal coaching scheme has been the self-confidence that the internal coaches have gained through the extensive experiential learning programme they have undertaken. This programme has now been accredited to Certificate level by the Association for Coaching. This, along with regular supervision and CPD, has meant that the positive impact continues to be felt across the organisation. The value to the business has been seen through higher levels of productivity and effectiveness in role and career development. The cultural impact is priceless, with internal coaches seen as leading culture carriers and role models ensuring that new ways of working are understood and embedded through their relationships with their internal clients.

Finding an organisational partner who is willing to approach culture in this way is rare. This way of working is significantly different from anything I have experienced before in my work as a coach and consultant. For me, this radical, peer-based approach, working in relationship with others and acknowledging the importance of the whole person, rather than relying on a well-trodden pathway or approach, represents a new paradigm for business culture. This goes beyond simply training and into whole organisational development. It is why this integrated and courageous approach has been so successful and actually leads to reportable cultural change.

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## ABOUT THE AUTHOR



Glyn Fussell is Co-Director of Oasis School of Human Relations, a transformative learning organisation based in the UK and with a global reach. He is an experienced learning and development consultant and coach with a track record of delivering innovative leadership development across a diverse range of sectors. Glyn's approach is to catalyse real change in behaviour, encourage visionary thinking and the alignment of personal, corporate and societal goals in a way that benefits all.

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1. <https://www.taylorsofharrogate.co.uk/stories>

# COACHING IN PROJECT MANAGEMENT AND BEYOND

**David Abiani**, Chair for the AC in Denmark, explains how the Agile Scrum methodology incorporates coaching principles.

When I first started my coaching studies back in 2009 at De Montfort University, Leicester, UK, I was introduced to the notion of organisational coaching culture, where coaching is used by all as an enabler for the growth of an organisation and its people. Hence, my postgraduate dissertation was about this subject, asking the question: how can a coaching culture support the implementation in project management? It was an interesting journey in which I applied action research<sup>1</sup> and learning to answer my question. The conclusion was that coaching obviously facilitates agile behaviour in both internal and external stakeholders. To succeed, however, you need management and HR support for a coaching approach if this to become embedded and lend weight to change management initiatives.

Nine years later, coaching in Danish-led projects has become a trend in the form of what is called Agile Scrum. This is a way of working, originally created to manage software development, in which the project team participates in daily fifteen-minute and monthly one-hour meetings. They address these key questions: what didn't work, what worked, and what can wait until tomorrow or needs doing during the next one-month, timeboxed project sprint? The notion of a scrum is taken from rugby, where the team moves forward together in order to succeed. The key premise is constructive confrontation, involving many loops of learning, adjusting on the go, testing what has been done, correcting according to feedback and then applying coaching to make the desired changes happen. What we see here is also known as performance coaching. It's a paradigm shift, where a Trojan horse contains a coaching culture!

What we named the Agile Scrum is in fact the building of a coaching culture. It's a way of working where people are open to feedback in the most positive way, and which facilitates continuous effective learning, shortens and lights up the pathway, and makes organisations and their people work smarter – not harder.

What is also emerging is that the ways of the Agile Scrum are moving into other spheres of business management such as

HR and sales, where the coaching approach allows employees to openly ask questions, and where leaders are transformed to servants, applying coaching to heighten awareness, responsibility and results.

As the Chair for the Association for Coaching in Denmark, I believe this is an important area of focus for both coaches and the coaching industry. Aggressive technological disruption is changing the way markets and industries are working, and companies are struggling to advance their people, processes and technologies. Therefore, they need agile and systemic ways to create products and change their organisations to continuously stay fit. Agile Scrum, coaching and the coaching culture have arisen in response to latent needs, not only for projects but throughout the organisation as a whole. One must not underestimate the power of agile conversations!

## ABOUT THE AUTHOR



David Abiani has been working within ITS Product/Project Management and Business Development for the last nine years for Konica Minolta in Denmark and Nordics. He holds a MSc in Human Resource Leadership and a Postgraduate Certificate in Coaching from two British universities. His key interest is business development and how coaching and coaching culture can help organisations stay fit and competitive. In 2018 he took on the position of Chair for the Association for Coaching in Denmark.

<sup>1</sup>The method developed by Reg Revans in 1982, in which members of an organisation tackle real-life problems and in doing so develop their own skills and knowledge.



# WOMEN'S LEADERSHIP IN MEXICO AND LATIN AMERICA

Valeria Rodriguez Codina reports on progress to support women business leaders in Mexico.

According to the Inter-American Development Bank, women represent 42% of the economically active population in Latin America and the Caribbean.<sup>1</sup> However, only 22% of the small- and medium-sized enterprises in the region belong to women.

It is now two years since the launch of the Women's Presidents' Organization in Mexico. This is a global, not-for-profit membership organisation that provides peer support for women running multi-million-dollar businesses. The organisation has more than 120 chapters around the world, and uses an adult learning coaching approach at the heart of its business model. This means that the women entrepreneurs gain new insights and knowledge to address their business challenges through questions and sharing experiences, rather than by using a 'tell' approach.

Today, there are two chapters in Mexico, with 27 business women leaders from very diverse sectors: including construction, consulting, financial, insurance, aviation, travel and tourism, restaurants, retail, lawyers, and real estate – and even sea cucumber production. In a very male-predominant culture, I never imagined I would meet so many outstanding

women, who are not only extremely successful professionals but also amazing, complete human beings.

Women in Mexico, and throughout the whole of Latin America, face a series of barriers in their leadership paths. From lack of support from very traditional family contexts, to access to capital and business networks, and the need to be recognised – first by themselves, and then by the whole business community.

According to a 2018 MacKinsey study<sup>2</sup> carried out in 345 companies in six Latin American countries (Argentina, Brazil, Chile, Colombia, Mexico and Peru), there is a clear relationship between the gender make-up of boards and financial results throughout all sectors. Companies with at least one woman in their executive committee have achieved better results than those with men-only boards. Their financial turnover was 44% higher and their operations turnover 47% higher.

Evidence such as this suggests that Latin American women need to dare to step forward. One of the main barriers for women is fear and the lack of positive and inspiring role models, and so gaining confidence is crucial. Thus, we need models for the next



**From left to right:** Valeria Rodríguez Codina (WPO Mexico Chapter Chair), Sandra Zuluaga, Dolores Farfán, Anel García (WPO Mexico Members)

generations to see and believe that it is possible. That we, as women, can have it all if we desire: a partner, a supportive family and a successful business career. Yes, we can have it all, and all at the same time, if we have a clear life plan, with priorities, dreams and solid values. The coaching approach used by the Women Presidents' Organization is just one way that helps these dynamic women to transform their aspirations into reality.

## ABOUT THE AUTHOR



Valeria Rodríguez Codina is a Latin American entrepreneur and business woman. She is the founder and managing director of Taste & Travel ([www.tasteandtravel.com.mx](http://www.tasteandtravel.com.mx)), a Mexican enterprise that promotes Mexico as an exclusive culinary destination creating the best experiences that combine tourism with gastronomy. She is the Chapter I and Chapter II Chair of Women Presidents' Organization ([www.womenpresidentsorg.com](http://www.womenpresidentsorg.com)) in Mexico. Born and raised in Argentina, she now lives in Mexico with her husband and four children.

1. <https://blogs.iadb.org/integracion-comercio/2016/05/16/el-liderazgo-de-las-mujeres-empresarias-en-america-latina-y-el-caribe/>
2. <https://www.femtech.at/sites/default/files/Women%20Matter%20Latin%20America.pdf>



## REFLECTION AND THE ACT OF BENDING BACK

Supervisor **Michelle Bastock** recounts the dialogue from some recent sessions with a supervisee, Linda, in which they revisit a troubling situation with a fresh perspective.

Linda is an experienced coach working internally within a North American organisation in the initial stages of creating a coaching culture. She has been part of this journey in other organisations and brings that experience with her to this current challenge. The following is a discussion we had at a recent supervision session.

**Linda:** I have been looking back on my coaching with John. It felt like he was pleased with the progress he was making on his leadership. I don't know why he didn't tell me he was thinking about resigning. I thought we had established a pretty solid level of trust in our coaching relationship.

**Michelle:** Have you any speculations as to why John didn't mention it?

**Linda:** I wonder if it was something that I did wrong. Or maybe he didn't trust me enough.

**Michelle:** You've shared with me that John was in a role that

was new to him, without much support, and was under intense pressure to meet milestones he felt he was unprepared for.

**Linda:** Yes...

**Michelle:** As you reflect on these realities for John, what do you think his frame of mind might have been with relation to trust in this organisation?

**Linda:** Well I think that he was feeling quite low in trust. Hmm... I didn't look at it that way. Maybe that's why he hadn't mentioned it to me. I thought it was something that I did or didn't do, or maybe that I should have coached him differently. I was thinking it was me. Maybe it was the way things were in the organisational context for him?

At a subsequent supervision session, we continued our reflections, which we could also refer to as 'bending back'. As the expression suggests, there was a definite shift in Linda's perspective.

## LINDA'S REFLECTIONS

This conversation has really helped me gain an understanding of why something happened in the coaching relationship, not just from the perspective of the coach/coachee partnership, which could have played a part, but also from the system perspective. Now that I am looking more broadly at what happened between myself and my coachee, I can see how the emerging coaching culture was having an impact on my coaching relationship with John. Right now, there is no clear understanding or common knowledge of what coaching is: there is no good education, no preparing the ground – and ground rules – of how it will work. There is still some confusion about the relationship between performance management and coaching, which is made worse by a historically low-trust environment. Even though the intent of the organisation is positive, there is no clear or committed sponsorship to a coaching agenda.

I'm reminded that the organisational system matters more than we think, particularly when both coach and client are employees, and are affected by the same internal environment.

As Linda's supervisor, I recognised that John and she were working in a challenging environment. It should be acknowledged that the organisation had taken some steps towards creating a coaching culture and had hired Linda, with her strong coaching background, to help them. However, at this point, Linda's day to day work had been isolated projects and islands of possibility. These initial stages of the journey caused Linda to become frustrated by her shifting accountabilities, which did not explicitly include creating a coaching culture.

Through our supervision, Linda is now looking more broadly at her role and sees the need for integral internal structures for leadership coaching and committed sponsorship, so as to create a stronger workplace for internal coaching engagements.

## ABOUT THE AUTHOR



Michelle Bastock PhD is an accredited coaching supervisor and is one of the first in Canada. She actively promotes a systemic understanding of organisational work and supervises both internal coaches and those in independent practice.

## 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, 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:

<https://www.associationforcoaching.com/page/EventsGroupSupervi>

# BOOK REVIEWS

## COACHING IN THREE DIMENSIONS

***Peter Nixon finds Lawrence and Moore's discussion of extending the coaching focus a welcome contribution to the literature.***

The authors of *Coaching in Three Dimensions* set out to explain how traditional one to one coaching is of limited usefulness today because it de-emphasises the team and organisation in which the coachee works. They argue that it is impossible to truly help an individual without considering the wider context in which they work. By extending the coaching focus onto team and organisation the authors are attempting to help traditional coaches learn what capabilities and perspectives are needed to make the leap from coaching to, what I would refer to as, facilitation or organisation development consulting. Unfortunately, few find it easy to make this leap – and hence the importance of this book.

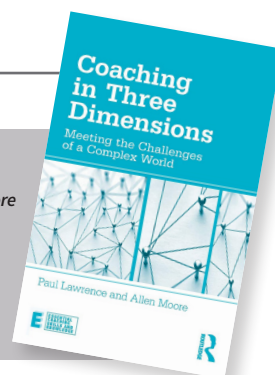
The authors suggest the best way to learn how to work with teams and organisations is to just do it. This is my experience too, and as an experienced practitioner in the area of dialogue I have found this book a welcome addition to the many books on coaching.

Early in the book the authors recognise that some consultants have not taken to traditional coaching because of concerns over failing to fully engage with a client's wider context. Fortunately, much of this book is devoted to helping traditional coaches make the leap into dialogic coaching for teams and systemic coaching for organisations.

The authors suggest that more dialogic and systemic coaching is needed today; change is constant, unpredictable, and emerges from the interactions between people, so effective coaching requires involvement in dialogue with the people who influence situations the most. The authors say that for coaches 'to influence and guide we need to participate in those dialogues from which change is most likely to emerge.'

Lawrence and Moore go on to say that 'leadership becomes a dynamic fluid process through which

**TITLE:** *Coaching in Three Dimensions*  
**AUTHOR:** Paul Lawrence and Allen Moore  
**PUBLISHER:** Routledge  
**PUBLICATION DATE:** August 2018  
**PRICE:** £21.78  
**ISBN:** 0815378130



organisations make meaning of current events and move together. The technology through which all this happens is dialogue.' As a result, dialogic and systemic coaches need to curate space for dialogue on the issues that matter. The authors suggest a few frameworks for doing this including Peter Hawkins' five disciplines model (*Leadership Team Coaching*), which I found useful.

I appreciate the authors' consideration of competencies -vs- capabilities and perspectives. They quite rightly ask, for example, whether empathy and openness are competencies that can be trained or relate more to a person's aspect of self and philosophy. If you agree, then you also understand that training coaches to become more dialogic and systemic is more complicated than training them to be traditional one to one coaches. The solution is in the dialogue.

### ABOUT THE REVIEWER

Prof Peter Nixon, FCPA, is the Founding Director of Potential Dialogue Institute (PDI) and Laurentian Dialogue Centre (LDC). PDI has helped thousands of leaders dialogue, sell and negotiate change in over 550 organisations and 60 countries worldwide. LDC hosts lakeside leadership retreats in Canada from July through September. Peter is the author of three books: *Business Developer's Playbook* (Routledge), *Dialogue Gap* (Wiley) and *Negotiation* (Wiley).

## PIG WRESTLING

***Dusty Miller enjoyed this playful exploration of a framework for embracing change, delivered in the form of a fable.***

Mark Bawden and Pete Lindsay are performance psychologists who have co-authored this engaging and enjoyable fable. It explores how a picture frame, a red bucket and sponge, pink bungee cords and a crystal ball help a challenging situation. Housed within an old redbrick Power Station is The Collective, a group of small business start-ups. The authors explore how a young manager, faced with a challenging leadership conundrum, finds himself sipping on a cup of coffee, chatting with the wizened barista, bemoaning his current situation and angst. The Barista listens intently and gently suggests the young manager could try 'Problem Cleaning'. On a shelf behind sits a small statue. A proud-looking, well-fed pig, cast in bronze: it carries the quote...

'I learned long ago, never to wrestle with a pig. You get dirty, and besides, the pig likes it.'

The barista explains how playwright George Bernard Shaw's quote helped to inspire 'Problem Cleaning', and by encouraging self-reflection helps to reframe the young manager's situation. Viewing the 'pig in its pen', with a 'foot on the fence', he is encouraged to think about the problem and understand what exactly it is and who owns it. Through a series of informal conversations with various owners of businesses within The Collective, the young manager hears how each of the owners have wrestled with their own pigs. This framework, skilfully delivered as a fable, takes the reader on a most compelling of change journeys, from leadership in a challenging work situation to self-actualisation in leadership.

Coaching and mentoring practitioners of every level and experience will enjoy this easy read, and its process may well help a client move through a challenging situation.

**TITLE:** *Pig Wrestling – Clean your thinking to create the change you need*  
**AUTHOR:** Pete Lindsay and Dr Mark Bawden  
**PUBLISHER:** MAELHAMA  
**PUBLICATION DATE:** June 2017  
**PRICE (PAPERBACK):** £7.99  
**ISBN:** 9 781527 207837



### ABOUT THE REVIEWER

Dusty Miller is a highly experienced Training Manager with 27 years active service with the Royal Navy. Now working in the People Development arena within the sports sector, Dusty has a proven track record of helping people grow. He graduated from Plymouth University and Britannia Royal Naval College, and is currently reading an MRes exploring the impact of Mentoring in Sport at Winchester University

# TRICKSTER MAKES THIS WORLD

***'Trickster is the mythic embodiment of ambiguity and ambivalence, doubleness and duplicity, contradiction and paradox,' writes Lewis Hyde. Duplicity? Ambiguity? Not much of relevance to coaching, then? But we would be wrong to dismiss the Trickster so fast, says Hetty Einzig.***

I have long been fascinated by Trickster's close cousin, the Fool, and in my recent book I explore the parallels between Fool and coach, and what we coaches might learn from the roles played by this archetype.

Two factors are critical in beginning to understand the role of Trickster or Fool – roles that exist in all societies and in all times. The first is their creative imperative. Trickster treads the boundary between the here-and-now and elsewhere: sometimes this is between life and death, at other times between formal rules and anarchy, between social conformity and disruptive creativity. The paradox is that his essentially disruptive nature, unpredictable and wayward, both shakes up society and also by enlivening it strengthens the social fabric: by keeping creativity alive, Trickster mitigates the danger of societies becoming stale. The same could be said for one aspect of the coach's role: to challenge, to enliven and shake the cage of predictability and conformity, to bring 'to the surface a distinction previously hidden from sight' as Hyde says, in order for the new to emerge, for transformation to happen.

And here we come to the second key point: Trickster's antics are not immoral, but rather they are *amoral*. Trickster's behaviour has an almost sacred dimension: he enables us to engage with the essentially paradoxical nature of life 'where good and evil are hopelessly intertwined,' and to struggle with the ambiguity and complexity in which we have to make moral choices, to reach for our best selves and to live a good life. In this again there are parallels with the coach's role. After all, if problems were simple, coaching would not be needed!

Hyde explores how throughout history and across cultures the Trickster illuminates our appetites and our

**TITLE:** *Trickster Makes this World: Mischief, Myth and Art*

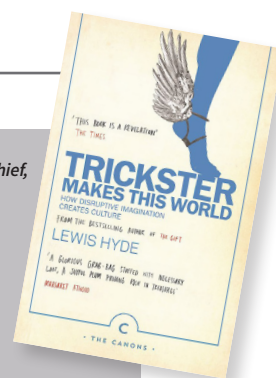
**AUTHOR:** Lewis Hyde

**PUBLISHER:** Canongate

**PUBLICATION DATE:** 2008

**PRICE (PAPERBACK):** £10.99

**ISBN:** 978-1-78689-050-4



cunning; the way our minds work and the way we try to use our minds to bend nature to our will; how we change our external covering to suit our desires; and the distinctions between truth, lying and deceit. Hyde tackles big subjects: death, luck and shame, and finds Trickster teaches us much. The book takes the reader down fascinating byways as Hyde draws on Tricksters from many traditions: Hermes from the ancient Greeks, Legba from African tales, and Coyote from North American indigenous folklore. In the modern world he takes the example of the artist and their capacity to make us see afresh; he quotes Picasso ('art is a lie that tells the truth') to make the point that Trickster – just like the coach, I maintain – seeks a deeper truth, one that is profoundly spiritual while at the same time calling out the pretensions of any single religion or any other orthodoxy. Trickster speaks truth to power – especially power that is entrenched and potentially abusive. In today's world we badly need those brave enough to do this and to keep doing this. Can we coaches rise to the challenge and bring some invaluable Trickster spirit to our work?

## ABOUT THE REVIEWER

Hetty brings over 25 years of psychology and executive coaching experience to global corporate culture change and leadership development, with a key focus on women's leadership and coaching for contribution. She holds a Masters in Organisation Consulting and is a certified coaching supervisor. Hetty is Editor of *Coaching Perspectives*, the AC global magazine.

Her latest book, *The Future of Coaching: vision, leadership and responsibility in a transforming world*, was published by Routledge in 2017.

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# Committed to Excellence?

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This is what one recent applicant told us:

***“...when I looked at various accreditations and memberships, yours was by far the most straightforward and pragmatic, and I am finding increasingly in the coaching marketplace that having formal accreditation creates more of a USP, as there are a lot of Coaches out there, qualified and unqualified.”***

## COACH ACCREDITATION

Our Coach Accreditation Scheme has been established to allow coaches to benchmark themselves against high professional standards, and to provide reassurance to buyers of coaching regarding the level of experience and capability of coaches.

Our Executive Coach Accreditation scheme, exclusive to the AC, is for those situations where coaching has been undertaken in the context of the coachee's work. It could be in the context of their role in an organisation (of any size) or role in self-employment. It may include, for example, performance coaching, leadership coaching, career development coaching and business coaching.

## COACH TRAINING ACCREDITATION


Our Coach Training Accreditation offers reassurance to buyers of coaching programmes that the courses have a blended learning approach with a balance of practical and theoretical content together with the application of coaching competencies.


We offer four different levels of coach training accreditation to reflect the development of a coach from novice to mastery.

## COACHING SUPERVISOR ACCREDITATION

This scheme allows supervisors to stand out in a competitive market place. Support from an AC Accredited Coaching Supervisor ensures coaches receive a good quality service and flags to users of their coaching service that their coach is receiving excellent professional support.

Designed to accredit fitness to practise, it indicates that the Supervisor operates to core principles and demonstrates appropriate competencies within the functions of supervision.

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