



The Bulletin of the Association for Coaching

Summer 2008
Issue 15

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Welcome

A warm welcome to the summer issue of *The Bulletin*, from the two new joint-editors.

Introductions

We are both professional executive and corporate coaches, based in or near London, and well used to juggling a variety of roles! A former manager of prestigious businesses including the Ritz Casino, Sheree is the project director responsible for the planning of the AC's recent (and future) International Conferences in London. And Judi, with her background in print and TV journalism, works with media and city companies, and is currently involved in a project supporting reconstruction in Iraq. So we have plenty on our plates, and are believers in the value of teamwork!

Thank you

As we take over the baton from Peter Jackson, we must thank him for all his hard work over the last 4 years as editor. We will continue to run with his purpose of "stimulating the development of coaching practice and the coaching market" through the pages of *The Bulletin*.

This is also an opportunity to thank those who contribute behind the scenes. In particular we are most grateful to Kasia Szymanska who organises the book reviews (email her on reviews@associationforcoaching.com), Melissa Maurer who does our lay-out, and Steve Sobey at Hackney Press who looks after the hard copy editions.

Survey

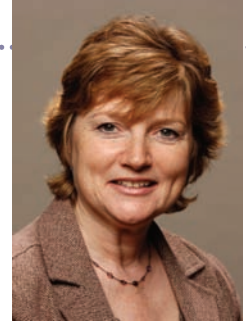
To make sure *The Bulletin* continues to meet the needs and interests of its readers we will shortly be inviting all AC members to take part in a brief online survey so that we can clarify what you would most like to find on these pages. Please let your needs be known, and we look forward to hearing from you!

Contributions

In the meantime, we would love to receive your



Sheree Owen



Judi Conner

features, event reports, book reviews (via Kasia), and any news of interest to the coaching community and its associates worldwide. These may relate to coaching techniques, business practice, or developments in the coaching industry at large.

The key point to keep in mind is that we have a large readership of discerning coaches eager for thought-provoking material and fresh angles on their profession. We are here to provide an exchange of ideas and news from our industry. As such we are not a platform for promoting individual coaching products and businesses, although we welcome advertisements that are of value to the readers, and we will always clearly differentiate between advertising and editorial.

The recent arrival of the excellent *Coaching: an international journal of theory, research and practice* gives us the chance to take a less academic approach in *The Bulletin*, with plenty of scope for shorter features, news, interviews, comment and even humour!

We very much look forward to hearing from you and receiving your contributions.

With best wishes

Sheree Owen and Judi Conner
Joint Editors

editors@associationforcoaching.com

What Coaching Buyers Really Want

- Clare Moore and Brian Wishart

In a crowded coaching market, buyers of coaching are increasingly keen to make sure they get best value from their investment. In the area of business and performance coaching this means that the successful coach will not only 'gel' with the client, be highly skilled and professional in how they perform their coaching but will also have to demonstrate that they have added some tangible individual and business benefit.



Clare Moore



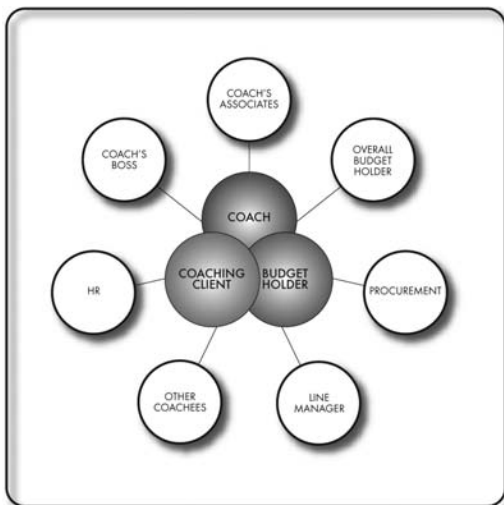
Brian Wishart

Above all, coaches need to be clear on who the coaching buyer is, and help them define what they want and need from a coaching programme.

Understanding who the buyer really is

The buyer is the one paying the bill, the budget holder. This could be the same person as the coaching client, or it could be their line manager or HR manager. The budget holder is just one player in what can be a fairly complicated web of relationships:

A potentially complicated web of relationships ►



There are various stakeholders in the coaching relationship. A good coach will make sure that they know and understand who is in each of these roles, and the respective parts they will play in ensuring a good outcome is reached.

The client is the most significant player, not only in the role of receiving coaching, but also in ensuring that the organisation gets value for money from their coaching investment. Key to this is a clear contracting arrangement with the client upfront, to make sure objectives and deliverables are consistent

with the wider organisational context.

Establishing what a buyer needs

The buyer may tell you, the coach, what they want, but you'll have to dig for what they really need. As every good sales person knows, we tend buy on emotion and justify later using logic.

You may get a brief that details the skills, qualifications and experience the coach must bring. But what they need is unlikely to be

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written on that brief. They will need to feel emotions like reassurance, comfort and confidence.

Personal chemistry

Key to the matching process is personal chemistry. Ultimately coaching is about creating a good working relationship between two human beings. No matter how stringent a buyer might be in specifying and selecting a coach, a large part of successful coaching comes down to the chemistry between client and coach. In a practical sense, this rapport will often depend on the importance a buyer places on certain characteristics, and how you as a coach display them.

When meeting a coach a buyer may be considering some of the following points:

Helping the buyer define their coaching needs

At the start of the relationship, the coach can help the buyer to define what they want and need. This will include setting realistic expectations, clear objectives, and a way to evaluate the success of the programme. Beware! During this process, the buyer and coach might discover that coaching is **not** what is needed at all!

A coach should ensure that the buyer can

1. Clearly define his or her coaching goals, in the context of the organisation.
2. Articulate how this coaching fits into other coaching taking place in the organisation, including compliance with coach selection

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PRESENCE: Interpersonal skills

- Is this coach easy to communicate with?
- Does s/he provide a 'safe place' to have a conversation in?
- Does s/he put you at ease and quickly establish a good rapport?

MATURITY: Credible and authentic as a person

- Is this coach confident in him/herself?
- Do you feel that s/he has experience to share?
- Does s/he speak up when s/he isn't clear about options under discussion?

FLEXIBILITY: Strong ethical sense yet ability to adjust

- Can the coach 'go with the flow' and work with ambiguity?
- Are there clear boundaries set from the beginning?
- Can the coach be challenging when needed, and appreciative when it helps?

HONESTY: Solid knowledge of learning theories and change processes

- Is there is some structure to the coaching conversations?
- Can the coach explain a model that they are working to?
- Does the coach offer examples and advice from a range of different sources?

POSITIVE FOCUS: Ability to plan, implement and manage a relationship

- Does the coach follow a plan laid out at the outset?
- Do the coach generate a supportive and positive conversation?
- Is there a sense of progress?

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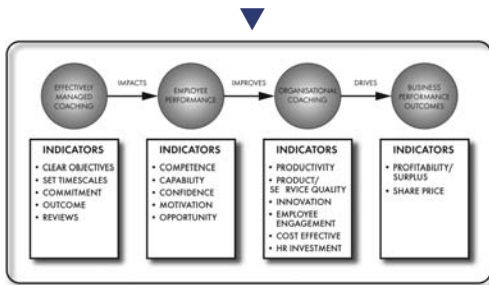
processes that might be in place.

3. Approach the experience with an open-minded, learning mindset
4. Be aware of the costs and other alternative payment options. Being upfront about the total cost to the business of the coaching resource will assist both the coach and the client in making more objective decisions on the duration, scope and boundaries of the coaching contract.

Clear objectives from the start

Using the Impact of Effective Business Coaching model below, each stage can be monitored. Ideally, baseline measures are taken at the start of any coaching programme for comparison. This helps to move beyond the individual benefit to measuring organisational benefits. A coach introducing this model to a client early on could help ensure the individual agenda is linked clearly with the business agenda.

Impact of Effective Business Coaching



Evaluation

Using this type of approach makes it much easier to include an evaluation mechanism in the coaching programme. This should consider both tangible and intangible results, and can be used to provide the reassurance, comfort and confidence that the coaching buyer needs.

Coaching is more and more viewed as a significant and powerful tool, which benefits both the individual and the organisations in which they work. As this is recognised and the demand grows then so also does the supply.

Good coaches will always demand a premium. However they will have to demonstrate in the future what 'good' really means. In a business environment this usually means doing so in a business language. Coaches are encouraged to speak that language while also remembering that much success comes down to that special magic: personal chemistry.

Clare Moore and Brian Wishart are co-authors of A Buyers Guide to Business Coaching, published in March 2008 by Business Jigsaw Press. Clare is the founding Director of Business Jigsaw Coaching and Consultancy. She was previously a senior executive in British Airways and Telewest Broadband. Brian runs Wishart Consultancy, offering niche HR consultancy services to the public, private and voluntary sectors. He has over 20 years of blue chip HR Director experience, mainly with BP.

clare@businessjigsaw.com

Eileen Elizabeth Bowry,

**Former Member of AC Scotland Development Team
26 May 1960 - 13 March 2008**



Counsellor, coach, development consultant, mum, Eileen Bowry spent a lifetime helping others. She was an active member of the Association for Coaching, and helped to get AC Scotland off the ground in 2004/5 with Michele Armstrong and team.

Her warm, bubbly, positive enthusiasm for coaching at an open evening encouraged me to opt for the training. When working with her on the AC Scotland Development Team I particularly admired her upbeat and philosophical approach to everything"

Nicola Russian, Head of AC Scotland

Eileen was a terrific coach, an extremely positive influence, with a wicked sense of humour. She was clearly very proud of her family who came into conversation a lot. This helped me realise that showing your human side is an important part of being a coach.

Martha Leishman, AC Scotland colleague

I knew of Eileen's work for Maggie's Centres and corresponded with her when she was preparing to do their bike ride challenge. She talked inspiringly and joyfully of her friend Mags, and I had no idea that Eileen had suffered or was suffering herself. She will be sadly missed by all who knew her.

Sally Simpson, AC Scotland colleague

Coaching

psychology

UEL is delighted to announce the launch of its new Coaching Psychology Unit based in the School of Psychology, one of the UK's largest psychology schools.

The new Coaching Psychology Unit offers end-to-end coaching services – from coaching research to master's degrees, postgraduate diplomas and certificates in Coaching Psychology, and a range of short courses. The Unit is led by Jonathan Passmore, with contributions from a team of experienced psychologists and coaching practitioners including Sir John Whitmore, Katherine Tulpa and Dr Alison Whybrow.

Applications are now being invited for:

- **MSc Coaching Psychology**
*(one year, part time)
- **Postgraduate Diploma Coaching Psychology**
*(two years part time)
- **Postgraduate Certificate Coaching Psychology**
*(two years part time).

All three courses are part time with teaching concentrated on Saturdays one day a month.

The courses focus on the practical application of skills and knowledge. There are no written examinations, instead the assessment involves a combination of diary, video, presentations, essays and research papers.

Check **UEL's Coaching Psychology short courses** for expert coaches at www.uel.ac.uk/psychology/coaching or email s.a.meade@uel.ac.uk for details.

For further details and an application form, please contact Marika Hooke, m.hooke@uel.ac.uk

For an informal discussion, please contact Jonathan Passmore, J.Passmore@uel.ac.uk

www.uel.ac.uk/psychology

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Beneath The Surface: Deeper Ways Of Working With Values - Ken Smith



In coaching we are trained to ask: "What is it that you want?" There is a companion question following behind, sometimes loitering hesitantly, sometimes eagerly poised, waiting to be released: "And why is that important to you?"

It's a simple question, often neglected. It's a question which can expose the lynchpin holding together a client's problem landscape and reveal a hidden new opportunity. It invites a client to step into an exploration of their values.

'What a client wants' sits within the framework of his or her values hierarchy. For a client, understanding their values can be a crucial step towards understanding more precisely what it is they want and how the change more precisely fits with their sense of who they are.

Lying at a deeper level

While the things we believe in or about ourselves can be articulated more or less confidently, dispassionately or with a raging appetite, they rest nearer to the surface of how we are. Our values and the relationships between them lie at a deeper level and are tied in closely with our sense of identity. Until they are invited to come to the surface through a coaching conversation, they generally lie out of awareness.

Learning what their real values are and how they inter-relate can for a client be an intriguing, exciting and sometimes even an alarming experience. It can be hugely productive in a wide variety of client settings. For instance, it may enable a client to pin down a next career choice, understand a response to a poor performer in their team, realise what underlies the restlessness they feel with their job, or clarify what it is that calls them to be a leader in their organisation.

Understanding values conflict

Clients who struggle initially to define the kind of work-life balance they want (sometimes it helps to reframe this as 'life-work' balance!), typically display values conflicts. For one of my clients, changing the nature of his commitment to his work in order to benefit other domains of his life produced a sense of crisis, as he nervously surveyed the prospect of sacrificing both status and new opportunities for intellectually rewarding work.

Perhaps this is inevitable for people who have learned to build their identities to fit more around what they do rather than who they may be. Understanding his own values conflict more clearly helped this client loosen the constraints of his previous successes and move forward.

Values conflicts can indeed take a degree of excavating, given their connection with our sense of self. When a client expresses one or more paradoxes, or their narrative seems trapped in a loop, it is likely they have alighted upon a values conflict. Here, finding the common purpose shared by conflicting values is the key for the client in moving forward. This involves 'chunking up' to higher levels of meaning and possibility, until a realisation arises that the conflicting values can achieve a joint way of supporting the same goal. Values are, in NLP terms, nominalisations: they take a process and get it to stand still, so a judgement can be made about it. Enabling a client to map the process or system through which their values operate, and doing this

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explicitly through metaphor, can be a particularly rich and productive way of achieving resolution. When a client symbolically self-models the landscapes of their current and desired states, facilitated using Clean Language, a new and more resourceful metaphor for change frequently emerges out of their values conflict.

Values as motivators

Finding a common, higher-level purpose within a values conflict, or a new resourceful unifying metaphor, is important and effective because values are our great motivators. Values provide the kinaesthetic drive at the beginning and the evaluation criteria at the end of our actions. Having our values satisfied is what gives us the energy and the desire to act.



Sometimes when the things that are important to us rise up out of the busyness of our working lives, the realisation can be profoundly helpful and very surprising, especially when these things are not being honoured. One of my clients who had had a successful and enjoyable career in the creative industries could not understand why she was finding it so difficult to adjust to her current role with a new employer, and why she was so unhappy doing work in which she had previously proved her competence and confidence.

In this case, we worked with the kind of question which many NLP coaches use, focusing on

tracking the client's processes rather than chasing content: "If I had to do your unhappiness, what would I have to do, to do it right?" She found, through noticing what her strategy for being unhappy was, a cluster of important things that were not being honoured by those around her.

Suddenly jumping out and to the top of her list was the discovery that she had been learning not to trust people. This was very shocking for her and yet the realisation brought great relief and led to the creation of a plan for the next step in her career, in the hope that this would be in a place where her critical value of trust would be more widely shared.

Making distinctions

An individual's values exist in a dynamic relationship with each other; or put more simply, some are more important than others. The answer to the request "Now please write a list of the things you want from your work, and put them in rank order", produces important but still limited knowledge. We make bargains with ourselves about the relative importance of the items on such a list.

Subsequent discussion to explore "And if you can have (a) and (b) but not (c), would that be OK?" can produce new and helpful insights. Teasing out the relative importance of value constructs through clarifying how compelling they are, and what evidence a client needs for a value to be satisfied, can introduce new and still more powerful distinctions. It enables the client to understand more fully what they want, the ecology of this with other areas of their life, and what makes this desire compelling and healthy for them.

Practical applications

Exploring more deeply the meanings inside the first values set the client produces can have

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very practical applications. For example, this can be used to construct a set of criteria with which to judge the attractiveness of prospective jobs and careers. A simple test for whether the values hierarchy you have elicited with a client is, for them, accurate and well-ranked, is to run it back to them in the form of a short presentation, as if you were a prospective employer selling the attractive features of a job.

This produces either a sense of rightness, or else a sense of something missing, which can be explored further and from which something particularly significant often emerges.

Sometimes in running this test, unexpected things can happen. One client, who had been wondering what her next career step might be, had alighted upon a work values hierarchy which at first seemed to please her. When I ran the “now let me tell you what this job will give you” test, she suddenly became very distressed and broke into tears.

Much to her own surprise, she was experiencing a powerful emotional response telling her that she was not worthy of being recruited to such a wonderful job. This proved to be an incredibly helpful learning for her. We were able to work subsequently on the limiting beliefs attached to this response, with the result later on that her confidence in a range of pro-

fessional situations increased, and she secured her “dream job”.

Tools for values exploration

Values are about who we are, why we care about things, why we celebrate, why we despair and how we do the things we do. Working with them can be astonishingly fruitful. One of the challenges for a coach is to know when is the right time and context to invite the client to work at this level.

Value systems lend themselves to exploration by a number of tools, whether you approach them as nominalisations, strategies for frustration, tangles of complex equivalences for reframing, or whether you facilitate the client in modelling their value system in metaphors. That is part of their fascination, for the client and the coach.

Perhaps when reflecting on our own practice, we coaches might ask ourselves: “And why specifically is it important to me to be an even better coach?” ...and see what emerges.

Ken Smith is former Head of Learning and Development at the Department of Culture, Media and Sport, and is Co-ordinator of the Coaches in Government Network

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Further reading on values:

NLP – the New Technology of Achievement

Reframing

Systemic values sort pattern

Sleight of Mouth: the Magic of Conversational Belief Change

NLP encyclopaedia: “Values”

Time Line Therapy and the Basis of Personality

Metaphors in Mind: Transformation through Symbolic Modelling

Andreas S & Faulkner C (1996)

Bandler R & Grinder J (1983)

Collingwood C (2006)

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Dilts R:

James T & Woodsmall W (1989)

Lawley J & Towney, P (2000)

Keeping One's Cool: The Coach's Role In Conflict - Cinnie Noble



The other day, a friend referred to an incident that happened at her workplace more than two years ago. We had had many conversations about it, at the time and for many months later. So when she raised it again, I responded somewhat impatiently "I can't believe you are still carrying that weight around!"

"And I can't believe you aren't being more compassionate!" she reacted. "You know what impact it had on me!"

She was right. There's no expiry date on a deeply-felt experience, and this had been a huge event in her life. It made me think



about my reaction and what it was that provoked me to respond in a way that was hurtful.

As coaches, we learn in our training the importance of 'walking the talk', and we reflect on how we model our own conduct. In this situation with my friend, I became quickly aware of the disconnect between my reaction and my efforts to build a strong personal and professional foundation for my work, especially in the area of conflict management.

Habitual patterns

Conflict is an inevitable part of our lives, and yet many of us are not as adept as we would like to be at dealing with it effectively. We have learned what to do and what not to do from our parents and other primary relationships, and later from our schools, friendships and workplaces. And yet at some point we acknowledge that our learning does not serve us well in all situations and that our habitual patterns are, at times, counterproductive. We may find ourselves reacting in ways that allow irrational, negative or unsettling thoughts and feelings to take over and consume our time and energy.

There are many signs that indicate our conflict management foundation is not solid. For instance, we may demonstrate a tendency to avoid conflict, to yield to the other party, or to walk away from asserting what is important to us. On the other hand, we may tend to argue and want to 'win', insisting on the wisdom of our opinion. We may get defensive when someone disagrees with us. Or we may become highly stressed and irrational. Lack of conflict mastery may show up in other ways too, and however it occurs the outcome can prevent us from developing healthy interpersonal and professional relationships.

Avoiding conflict

Lack of conflict mastery shows up in a number of different ways in our work as coaches. For instance, we may relate strongly to a client's own conflicts and personalize the sit-

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uation or relationship.

One example of this was in the case of Janet. For two months she had been coaching Mary Beth, who acknowledged a strong tendency to avoid conflict in her workplace. Mary Beth had been aware that her staff were arguing a great deal, and that she was afraid to address the conflicts. She kept hoping they would just stop, but things had escalated and Mary Beth was worried about how to manage the situation.



Janet was a conflict-avoider herself, and began to realise she was inadvertently leading Mary Beth to handle the situation in the way she did, which was indirect and proving ineffectual. Mary Beth had reported back to Janet that nothing she was trying was working.

Janet became aware that she was relating too closely to Mary Beth and that she too was reticent in situations of conflict. She decided it was not appropriate to continue to coach Mary Beth and referred her to another coach, who helped Mary Beth become more proactive and productive.

The new coach used more experiential tech-

niques and Mary Beth was able to practice approaches aligned with her objectives. Mary Beth was ultimately able to address her team in a meeting and respond effectively to the individuals in disagreement. Meanwhile, Janet decided to work with a coach herself, to work on her own conflict avoidance.

Taking sides

In that case, the coach had found herself influencing her client negatively, by unwittingly bringing her own unresolved issues into their sessions. In other situations, a coach may fall into a similar trap by going to the opposite extremes of Janet's avoidance tactics, and taking sides with the client or the client's adversary. We may demonstrate a lack of neutrality and understanding, losing objectivity and becoming judgemental. We may even find ourselves becoming easily provoked by a client's attitude, words and actions, because of the 'conflict baggage' that we ourselves carry.

An example of this last instance was the case of David, a coach who found himself becoming judgemental of his client, Sam. During their sessions, Sam described a dispute he was having with a colleague, and David realised he understood the other person's point of view exactly! This was because Sam reminded David of a particular Grade 12 school teacher who was very rigid. During one coaching session, David became frustrated with Sam and said, "You don't seem to give an inch", to which Sam sarcastically replied, "Thanks for your support!" and hung up the telephone.

David lost Sam as a client, and also sought coaching for himself. He recognised that he needed to work on his own reactions when those 'hot buttons' of rigidity are pushed. This had been a recurring pattern for David, and the loss of Sam as a client was a hard lesson that he did not want to repeat.

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Conflict-competent coaching

Some questions to ask ourselves include:

- What trait, reaction, or type of body language would I like to improve about the way I manage conflict?
- What is important to me about improving that particular trait?
- What would it take for me to make that improvement?
- What stands in my way of doing so?

When it comes to engaging in a specific dispute, here are further questions to consider asking ourselves:

- What specifically is it that bothers me about what the other person said or did?
- What is most offensive about that?
- What does s/he not seem to understand about my perspective?
- What am I not understanding about his/her perspective?
- What is at stake for me, if I don't sort this out?
- What outcome of our differences do I want? What outcome do I want for the relationship?
- What could I do that is different from how I usually manage situations like this, to reach the outcomes I want?

These are just some of the questions that serve to increase our awareness and help us take stock of what works and what doesn't, in our efforts to increase our conflict competence.

Issues concerning conflict present coaches with a particular challenge. Coaches achieving mastery in this area are able to acknowledge their own areas of shortfall, and work on these areas to build a strong foundation for their coaching. Masterful coaches also reflect on how they may best help clients in dispute, in ways that demonstrate that they themselves come from a solid and neutral base. They keep their personal stories separate from their coachees' and know when to be coached themselves, to be able to graciously and skilfully 'walk the talk'.

Cinnie Noble, ACC, LL.B., LL.M. (ADR), is a social worker, lawyer-mediator and certified coach. She is co-host of the Conflict Coaching Special Interest Group for the International Coach Federation and the founder of Cinergy Coaching, which provides conflict coaching and training.

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Book reviewers

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

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

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



Building Essential Foundations

Developing a Coaching Business

By Jenny Rogers

Published by Open University Press (McGraw-Hill Education) 2006

£60.00 hardback, £19.99 paperback

£14.00 from Management Futures

copies as presents for colleagues, as it's not purely for those just starting out in coaching.

This informative book is based on author Jenny Roger's "sixteen successful years" as a coach and trainer of coaches. It could be subtitled *All You Ever Wanted to Know About Setting Up a Coaching Business and Were Afraid to Ask*.

At the beginning of the book, Jenny states that "...it is clear from the US and from anecdotal UK evidence that the great majority of coaches struggle to make a living...For instance, fewer than one third of all first year coaches in the US manage to find more than 10 clients. Only 9% of American coaches are earning a comfortable living from coaching. We also know from both British and US sources that the failure rate of all small businesses is phenomenally high. Only a minority survive their first four years". Sobering reading!

The author puts these failures down to two main causes. First, poor quality coaching, which means that coaches miss out on word of mouth recommendation and repeat orders. And second, coaches not understanding that they are running a **business**.

There are plenty of books and courses out there on how to be a good coach, including other books written by Jenny Rogers herself. But this book focuses on the second point: running a coaching business.

The book addresses three fundamental questions:

1. How do I set up a coaching business?

2. How do I find clients?

3. How do I market myself successfully?

The first chapter covers the Six Essential Foundations of Success. These are: seriousness, focus and stamina; being clear that you really want to be self-employed; targeting your niche; embracing the world of selling; being realistic about start-up costs; and training and preparing.

The book goes on to look at the various business aspects in detail. It is peppered with useful questionnaires and exercises to determine your business style and define your coaching offer. Additionally, there are anecdotes and examples which make the whole book come alive.

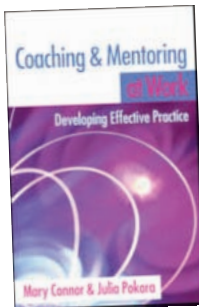
Each chapter ends with a box marked *absolute essentials*, containing the essence of the chapter, and they are indeed just that!

The author fearlessly and candidly addresses subjects that many coaches wrestle with. For example: What will I charge? Should I get more qualifications? What is in a consultant's CV? What about a website? How should I present myself to clients? How do I sell myself/my services when I HATE selling? How do I deal with the tendering process? What is my brand? What should I do if something goes wrong?

The final chapter looks at the future of your coaching business and offers insight and ideas on how to grow and develop it.

I wish I had had this book when I first set out in business. It's well laid out, written in plain English (hurrah!) and does EXACTLY what it says on the tin.

Andie Hemming



Skilled Helper for Coaches and Mentors

Coaching and Mentoring at Work - Developing Effective Practice

By Mary Connor and Julia Pokora

Published by Open University Press (McGraw-Hill Education) 2007

£55 (hardback) £19.99 (paperback)

This book is ambitious in its scope, addressing a wide range of the practical aspects of coaching and mentoring at work. It contains practical exercises and examples throughout, which help to bring the information alive and stimulate reflection.

I was pleased to see that the book addresses the common ground between coaching and mentoring and I found the authors' client-centred definition useful.

Most of the first chapter is devoted to the "nine key principles" for effective practice, which provide a powerful way for coaches or mentors to reappraise their own working habits and style.

There is an extremely helpful chapter for the potential client, giving insights into finding the right coach or mentor, making the most of sessions and, crucially, using the time between sessions for continuing development.

Although there is a quick canter through a number of coaching and mentoring frameworks (perhaps too quick a canter for the novice coach or mentor), the heart of the book considers only Egan's Skilled Helper framework. This section is very well presented and useful, and the framework highly adaptable, but I would question the narrowness of its scope, particularly as the authors suggest that frameworks "should be used with a light touch or even set aside". After reading this in-depth material on Skilled Helper, taking up three of the book's ten chapters, it is little surprise to realise that the praise quoted on the back of the book is from Dr Egan himself.

A whole chapter is devoted to tools and techniques for the coach or mentor, ranging from

the well-known Johari Window, to the less familiar, such as the authors' own C>A>N negotiation model. I found this section very useful, and I also appreciated another whole chapter devoted to ethics, with a clear recognition of the ambiguities that can arise especially in the corporate context. However some of the "solutions" in the case histories were perhaps a little glib.

The final chapter considers how to develop a coaching and mentoring culture, with contributions from several distinguished professionals tacked together with the authors' own text. This made the chapter feel disjointed to me and although much of the material was stimulating I found it difficult to draw out coherent messages.

Overall I found this book well written and thought-provoking, despite some minor grammatical and typographical errors which could interfere with the pedant's enjoyment. I particularly liked the interactive exercises which even the seasoned coach or mentor would be likely to find challenging and useful.

Someone new to the field would doubtless find *Coaching and Mentoring at Work* a useful introduction (albeit one that is biased towards a single framework). The experienced practitioner may find that much of the work goes over familiar material. However, as a detailed introduction to Egan it is very helpful, and the nine key principles are a useful lens with which to criticise established practice. The discussion of tools and techniques is likely to contain something new for any reader, whilst the chapter on ethics is a refreshing resource on the underlying principles which guide us all.

Richard Andrews



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