



The Bulletin of the Association for Coaching

Autumn 2011
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Welcome

As the evenings are well and truly drawing in now the autumn has arrived, this latest edition of the Bulletin offers you some great articles to snuggle up with on the sofa. Professor Paul Brown stimulates our brains with a fascinating insight into how neuroscience is linked to the coaching profession, its development and practice: *“the future is bound to be for those who have a deeper understanding of how the brain works”* he asserts.

We also explore how we as coaches can focus our support for clients in the new world of work with a thought-provoking article on ‘Coaching for Employability’ by David Shindler and a practical and insightful toolkit by Julie Blunt on ‘Successful Career Coaching’.

For those whose brains and bodies are left feeling less energetic at this time of year, Tiffany Kay exhorts us to focus on ‘Coaching Wellbeing’; she reminds us of the importance of encouraging clients to self-care but also to remember to do the same for ourselves. A timely and welcome piece of advice. Elizabeth Forbes gives a refreshing and practical taste of how we coaches can support each other describing a ‘Coaching Exchange’ which has brought benefits on many levels – a very enjoyable read.

Supervision is another theme for autumn, as Ken Smith concludes his 3 part ‘Journey into Supervision’ with some excellent analysis and insight into his training. Michelle Lucas also explains ‘What’s Happening with Coaching



Anne Archer



Julia Cusack

Supervision at the AC’ and invites us to get involved in answering questions and contributing to discussions set in the context of the AC developing an accreditation process for coaching supervisors. The new AC book ‘Supervision in Coaching’ is also reviewed by Lisa Rossetti and it sounds like a worthy candidate for our Christmas lists!

Finally, let’s not forget our regular contributions from Gladeana McMahon, AC UK Chair, and the Global Team to complete the picture and bring us all up-to-date with recent developments.

We will be back at the start of 2012 for the next instalment and in the meantime we hope you find this edition warming and inspiring. And don’t forget, if you have any thoughts on articles you would like our readership to enjoy, interviewees or books to review we are always delighted to receive them.

Email us at:
editors@associationforcoaching.com.

Julia

Interview with Professor Paul Brown

How important is an understanding of how the brain works for coaches?

There are three things I would say in reply to that. The first relates to coaching as a profession. The second is in relation to a body of knowledge and the third is in relation to practice.

So, starting with coaching as a profession...

It seems to me that coaching which has been in existence for 12 – 15 years in an identifiable form has come to the end of its first phase of establishing itself. The dilemma that it has is that it is based, as all the psychotherapies have been based, upon technique rather than knowledge.

My view is that if coaching is going to have a long term future and not something which gets absorbed into standard HR practice, coaches would be well advised to look at what their unique proposition is. Their unique proposition is that they are the people who know about human behaviour as against coaching technique. And that would put them alongside, but in an expert position, in relation to HR because HR doesn't know anything about human behaviour.

With Neuroscience we are getting a working understanding of the brain in the last 12 – 15 years, the same period of time that coaching has been getting established. Interestingly the neuroscientists are not in the least bit interested in the human being, they are interested in the brain. The people interested in human beings, by and large, don't have ready access to the brain. Coaches are in a unique position to claim the neurosciences basic discipline and to upskill themselves in a way that if they did it, they would have a body of knowledge and practice derived from that knowledge or sharpened up by that knowledge. This would put them in an extraordinarily strong position because they would be the execu-

tive behaviour specialists. So I see coaching having the potential to transform itself from being a practice-based profession into being a knowledge-based profession.



Where do you see psychologists in this discussion?

Pretty well left behind. Most psychologists also have a limited understanding of the brain. Interestingly psychologists talk very little about the mind, psychiatrists are taught nothing about the mind and we could get to a position in which the rather anxious pejorative idea that if you go to see a psychiatrist there must be something wrong with you. We could get out of that by executive coaches being the people who are the executive behaviour specialists.

Interestingly, occupational psychologists aren't taught anything about the individual, not really, they don't spend any time working with a model of the inside world of the individual.

So going back to the three points: if coaching could get its act together it would be in a very good place to identify itself as a profession within the executive environment that has an understanding of particularly executive and generally human behaviour.

When you think about what happens in organisations, energy gets jammed and stops flowing properly and people don't know how to bring together the energies of people in such a way that they set out to achieve common objectives. And I think that the model of the neurosciences that is developing tells us how important energy is and how it is controlled by the brain.

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Secondly, moving onto a body of knowledge...

The fact is we are at the beginning of an extraordinary revolution and the revolution is like Newton. Through the 17th Century you can begin to see the conflict developing between belief systems, theology and the beginnings of science. The scientists begin to develop the method by which they can move into a different future and by which the thinking system is quite different to the theological system. We begin to get the difference between what is experimental science and what is belief. I think we are at exactly that point in relation to human behaviour and that is why it is profoundly important and exciting. The future is bound to be for those who have a deeper understanding of how the brain works. We are now able to look at most of the 20th Century psychology and say it is mostly about the belief systems and not about the scientific systems.

If you go right back to the beginning, Freud, it's extraordinary what he did in directing our attention towards the individual and towards the inner world, but the models that he made were very poor. So Freud is a great observer but a rotten model builder. Jung comes along and wants a different model. From Freud's point of view that's heresy so Jung wants to find a new church. He's a schismatic, he develops a schism. Up through the 20th Century you have to decide which church you want to belong to. Adler comes along and creates a minor church. The behaviourists come along with the idea that people are learning organisms but the brain is just a way of sending messages around like a glorified telephone exchange and they develop yet another church. By the time we get into the 1960s 'are you Freudian, are you Jungian, are you Adlerian, are you a behaviourist' are questions about which church you belong to and not which science you understand.

All those systems are not really understanding of human behaviour, they are metaphors for human behaviour. The shift we are at the beginning of is the development of an understanding of how behaviour

originates, how it's managed and how the brain is the master controller. It's amazing that we have to get to the end of the 20th Century before that becomes apparent to medicine and psychology. I have the view that if we look 20 years down the line there won't be any departments of psychology as we now understand them, they will be departments in biological sciences because understanding of the brain will become the key reference point for anything that's to do with human behaviour. Now the excitement will be who understands the information better than other people. There is an amazing amount of information pouring out of the neuroscience labs. In America now there are 1,000 researchers in the neurosciences and that doesn't take into account Europe, UK, Japan and increasingly China. But who's going to create the working models by which we can integrate and understand it? I think that we can begin to see the outlines of that now. And that's particularly what I'm teaching.

How is Neuroscience developing?

The Neurosciences are developing in two directions at the moment. There is the group of people who call themselves the cognitive social neuroscientists. David Rock has become the main marketer of that information. He has developed The NeuroLeadership Institute and publishes a journal called the NeuroLeadership Journal. His plan is to get the neuroscientists and coaches together and to create a journal in which both can publish. The problem with that is that most coaches don't have enough neuroscience to write at the level at which the neuroscientists would wish to be published. Another group developing is the interpersonal neurobiologists. Their essential question is the neurobiological question that Transactional Analysis was asking, which is 'what is happening from brain to brain?' The main proponent and developer of that is Daniel Siegel. He has developed a real concept of the working of the mind. What he says is that we understand the working of the mind when we meet it and it's a special property of the physical process of the brain to organise itself around the management of information, the management of energy and relationships.

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What I've been saying is that what we've been doing in organisations is maxing on information, lacking energy and wrecking relationships because we've commercialised them. You ring up your bank and you get a relationship manager when what you want is a banker. People are not allowed to have relationships unless it's in terms of commercial value. What we've seen through the 20th Century and what the banking crisis has been about is a period of commercial history in which anything is justified by the bottom line and so what we get happening is what happens in terms of farming, which is you can force people to do remarkable things but it's not sustainable. You can force the ground to produce remarkable crops but you so stress the ground that it becomes exhausted just like people. What I think the neurobiologists are beginning to give us is the hope that we can rethink how to run organisations based around the proper management of information, the proper management of energy and relationships. That's why I think this stuff is so important – it is the future that everyone knows we've got to get into but no-one has the working models for, especially HR. That's why the knowledge base is very important.

And thirdly, how does the practice of coaching fit in?

Coaches start out their encounter with anybody with the hope of forming a relationship, that's the primary goal. What we know is, and this is completely true of Nancy Kline's work, that if you create an effective relationship, you open up the brain to the possibility of change because from day one of infancy onwards, the brain is created in relationship. That is true for the whole of our lives. We all know intuitively how much better we are when we are in a good relationship and we all know how jammed up we get when we are in a bad relationship. The same is true for organisations. Instead of addressing the whole complex question of relationships, organisations demand stereotypical behaviour of people so if people have

to manage their behaviour in the context of being fearful they are going to get something wrong.

The specific area of the brain, the right ventral pre-frontal cortex, that is particularly connected with complex information is affected when a person is feeling stressed or anxious or in a bad relationship. What happens is that the blood supply of that part of the brain goes to the back of the brain and so the brain doesn't function very well. What then happens is that the organisation starts demanding more of that person and as they get more scared, more stressed, even less blood supply goes to the part that they most need. It's like driving a car with your foot on the accelerator and a foot on the brake pedal, what happens is the thing either shudders to a halt or it burns out. That's called executive stress and we see a huge amount of it at all kinds of levels.

My hope for the practice of coaching is that coaches begin to be conscious of the fact that their own relationship with themselves is the mechanism that sets up the relationship with the client. Very many coaches go into a coaching encounter troubled about what they are going to deliver. They get themselves trapped into concepts of performance. What happens in a lot of coaching is that there is a high level of executive discussion goes on with no possibility of change. The part of the brain that the coachee needs to have opened up is the part which is managed by relationship and unless the coach understands what they are doing they will sometimes get lucky but most often not.

Where can coaches go to gain this great knowledge and awareness?

So far as I know I am the only person teaching this and saying this. It's profoundly important. It's very difficult for coaches to get at this information without having to learn an enormous amount of brain science. They don't really need to know the brain science. They need to know the main principles.

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What is it important for a coach to understand?

We need to be thinking about how we can classify what we are seeing. This links to the 8 basic emotions.

The coach needs a framework so you can lead the individual to where you have agreed they want to get to. The absolute essence of what we understand about the brain is that there are 8 basic emotions. Emotion. Suddenly we've got a working understanding of what the motivational system is about. There is no action without energy that is created by emotion.

Five of these emotions are related to escape and survival and are shown by all horses and dogs. These include; fear; anger; disgust; shame and sadness. FADSS.

As these are devoted to survival they are the most powerful and triggered more easily than the others. How many organisations do we know that run off a mix of fear and anger?

What we know is that fear and anger close down the adaptive and creative parts of the brain. Interestingly the brain runs off a regular amount of energy. If the body as a whole produces 75 watts of energy the brain consumes about 15 watts. When you need a particular part of the brain to be working more strongly than another, it doesn't generate more energy, it diverts the energy to where you need it.

If an organisation is fundamentally running off fear, and in the background possibly anger, then a lot of a person's energy is being used in protecting themselves against the organisation which is a particularly miserable kind of relationship. Typically the organisation swamps the person with information, wrecks their energy and offers them no kind of relationship.

Another of these basic emotions is surprise/startle and I would like to leave that aside in this discussion.

Then the great attachment emotions, excitement/joy, trust/love. We all know as human beings that if we are in trust-based relationships anything is possible.

You can't train a crocodile to trust because it doesn't have the part of the brain called the limbic system or the central part of the brain which mammals have.

Excitingly this is essentially what my work is about. We've got a working model of the key things organisations are most fascinated by. It is important to recognise that trust is an experience and not a behaviour. The great danger is, as organisations have done with emotional intelligence, they have tried to turn this thing into "competencies and behaviours" which somehow can be measured and which satisfy HR and in doing those things they wreck them.

What effect does measurement have?

I would like to share something called "The Macnamara Phallacy". Macnamara was the Chief Executive of Ford who was then taken on by Nixon to be the Secretary of State for Defence. He said something like this; "It's important to measure the things which can be measured. There is a danger that the things which shouldn't be measured are measured. Things that can't be measured tend to get discarded. When you discard those things you are committing an act of lunacy."

In modern organisations which are so performance-driven and require measurement for everything, whether or not they make any sense, we are doing exactly what intensive farmers do, we are losing the sense of ecology in which we exist. We see executives going home at the weekend exhausted and not spending time in relationship with their partners and

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children but recovering from the week, treating their wives and children as if they were extensions of the commercial world and going back to the addictive quality of the life that they lead. It's a disaster.

What about you the person?

By trade I'm a clinical and organisational psychologist. I've been interested in the inside and outside world of people. I started an MSc at Guy's Hospital which was called Occupational Psychology and Psychiatry and I was interested in getting people together who had an understanding of people and the outside world. Thirteen years in the Health Service. Asking myself what a psychologist does in the world when most people seem to get by perfectly well without a psychologist. It's taken me round the world in interesting ways. I got this surprising invitation to develop applied psychology in a country where they don't even have a word for psychology. I am devoting the next 5 years to spending most of my time doing that.

Professor Paul Brown Bio

*Professor Paul Brown is a clinical and organisational psychologist and executive coach, with an international practice that has taken him into Europe, the USA, Singapore, Hong Kong, Indonesia and China. He has recently been invited to support the National Science Council of the Prime Minister's Office in Laos for the development of applied psychology throughout that country. Professor Paul Brown has co-authored three books, including *Managing Meetings*; and is currently preparing a new book for The Open University / McGraw-Hill on *Executive Coaching and the Brain*.*

Coaching Exchange

By Elizabeth Forbes

A colleague coach and I recently exchanged a series of coaching sessions. Apart from the intrinsic value of coaching – that experience of being deeply listened to and supported which we all try and give to our clients – we both felt we had learned something more about the process and value of coaching. This article aims to share some of our learning, to bring another angle to our understanding of the richness of coaching.

Our coaching exchange arrangement came about as a result of one of the meetings of our local AC coaching forum in Cambridgeshire. Roslyn Poole mentioned in passing that she was engaged in a personal writing project and I followed this up as coaching writers is a developing interest of mine – to the extent that I am embarking upon a programme of research this autumn. This also meant that I had plenty of personal thinking to do around transition and development for which some coaching input would be really helpful. For both of us, the ‘content’ was not material we would naturally take to supervision – this was for coaching.

We met to contract and quickly felt comfortable that the ‘chemistry’ would work and that there was clarity of purpose on both sides. A high level of trust rapidly developed. We worked out a pattern of working to meet both our needs. This entailed distinct meetings for each of us – we never tried to coach both ways on a single day and we sorted out logistics and time frames. We decided to meet at the house of whoever was coaching that day – so the ‘client’ always travelled. No money changed hands.

Our sessions alternated and we initially contracted for 3 sessions each, then for a further set of three each. We have now taken a pause as we feel that a lot has been gained and we are able to progress our respective projects, at least for a while, without coaching support.

The two-way coaching relationship we established was indeed rewarding, both in terms of the impact

and support on each of our agendas and in terms of our extended experience of another’s coaching. We both used a variety of approaches within our accustomed range and these were very different. Roslyn has a background in nursing and counselling with an emphasis on health-related, family and personal development issues. She is a Master NLP practitioner. My practice draws on both my career as a public sector manager and my personal interest in creativity, working with individuals in leadership positions as well as creative writers. While there were some parallels in our backgrounds, there were also big differences. We found ourselves able to work empathically with these contexts to our mutual benefit.

We found that we were both able to be ourselves, both in the role of coach and of client. Successful coaching does not rely on a particular formula or technique but on bringing the essence of who we are into the room and employing tools or lines of inquiry as they seem relevant to that coaching relationship. There is of course no one way to coach any single issue or person.

We each invited the other to undertake tasks or to follow up recommended reading between sessions which was much valued. We both lent books.

At the end of our work we completed brief evaluation questionnaires. Feedback included positive reflections about the level of trust and honesty around what was shared, which was, at times, challenging and emotional. There was also a noticeable mutual professional respect in terms of the questioning and tools or exercises used which enabled us each to tackle specific challenges or dilemmas while retaining a holistic view of our purpose. Most of all, we both found ourselves more confident, focussed

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and energised in relation to the particular issues we had brought to the coaching relationship.

Some key points for us as coaches are:

- Good, clear contracting in relation both to approaches to coaching and logistics is just as important in these circumstances as in all our work with paying clients.
- The 'chemistry' we talk about with clients matters here too and is essential as a basis for trust.
- There is great value for our development as coaches in exposing ourselves to being coached by someone with different practice.
- Do not make assumptions about each other's experience, practice or attitudes – this could easily creep in when working with another coach – it didn't and we benefited.
- The simple logistical separation of 'her' and 'my' time and locations worked well.
- We felt able to work in our own way in terms of the tools and tasks used within and between sessions

which enhanced perspectives on the work in hand and extended our development as coaches.

- Personal development, or any major project, needs time and a pace which enables absorption and reflection without losing momentum.

In conclusion, we would recommend such an arrangement as a way both of addressing current issues and of taking the opportunity to experience extended peer coaching, as opposed to supervision or co-coaching groups. We took real care with the way we established the arrangement and that paid off. It reinforced and extended our appreciation of the diversity of coaching and its professional value.

Elizabeth Forbes Bio

Elizabeth Forbes is an independent coach and facilitator. She can be contacted at elizabethforbes@clarecoaching.co.uk.



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Coaching for Employability

By David Shindler



"I'm a project manager and that's what I do. There are a lot of us looking for jobs. I don't particularly like it but providing for my family comes first." They are the words of a 40-something employee of a public sector organisation during a workshop for people facing redundancy to help them recognise and value their talents. How can he differentiate himself from all the other project managers in the marketplace? What other possibilities might be open to him?

Contrast that with a 20-something I spoke with recently at the advice clinic for the National Graduate Recruitment Exhibition: *"I have a first degree, an MBA and work experience. Why are employers not responding to my applications? My qualifications speak for themselves."* It isn't going to be enough, irrespective of job availability. What mindset would make a positive difference?

Take a 50-something technology expert with 25 years experience in the same field and wanting to see out his time before retirement doing *"more of the same"*. Yet he works in a plc facing huge competitive pressures and demands for increased shareholder value. What are the potential implications for him of standing still? What might he need to do differently?

The common thread between these examples is employability. This article explores what is meant by *employability*, its growing importance and the implications for coaching interventions.

What is Employability?

The CBI defines it as *"the combination of the attributes, skills and knowledge that you need to have in order to ensure you have the capability to be effective today and tomorrow in the workplace"*. The UK Commission on Employment and Skills has also been at the forefront of advising Government about good practice and the policy implications.

From work by the CBI and the UKCES, I have taken 8 main capabilities, broken down into 35 sub-areas, and mapped them onto a four-box model based on Goleman's Emotional Intelligence framework to create an individual's *Employability Window*:

From work by the CBI and the UKCES, I have taken 8 main capabilities, broken down into 35 sub-areas, and mapped them onto a four-box model based on Goleman's Emotional Intelligence framework to create an individual's *Employability Window*:

- **Positive attitude** ('can do' approach, readiness to take part and contribute, openness to new ideas and constructive criticism, drive to make those ideas happen)
- **Self-management** (willingness to take responsibility, self-starting, assertiveness, flexibility, resilience, work/life balance, time management, learning and personal development, personal presentation)
- **Team working** (respecting others, co-operating, awareness of interdependence on others, negotiating/persuading, contributing to discussions)
- **Communicating** (building rapport, listening, questioning, oral literacy, written work, networking)
- **Digital literacy** (computer skills, understanding and using the Internet – especially search engines and social media)
- **Solving problems** (analysing facts and situations, creative thinking for solutions, working collaboratively)
- **Numeracy** (understanding the role and application of mathematical principles in the work environment)
- **Business and customer awareness** (understanding the key drivers for business success, innovat-

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ing, judging risks, understanding the need to build customer satisfaction and loyalty, contributing to the whole organisation)



Inevitably, there is debate about the priorities, focus and emphasis for any given employer and the type of employability skills and mindsets will change in line with the environment (see the Future Work Skills 2020 report). For example, in a globalised world, trans-cultural understanding is increasingly likely to feature.

The underpinning rationale is that it is no longer enough for clients to be good at their ‘subject’ for them to be good at their job. That could apply to anyone at any stage of their working lives, depending on the context and situation. Yes, they need their technical or functional expertise to be capable, but adding to their employability ‘set’ of capabilities can make all the difference in getting work, staying in work or moving on.

My definition of employability includes not only people seeking a new job or career. Individuals also have to maintain their employability **within** an existing role and organisation. Employers want people to be employable for their specific organisation. That means staying up-to-date with both technical and non-technical skills. The key is being open to change and self-development. As John Reed, the Chairman of the recruitment company says, “*mindset will always trump skills*”.

Employability is different from being employed

which is getting a job or being in a job. That’s tactical. Being employable is more strategic and longer-term. The job or promotion interview is the next wave, whereas being employable is about being an effective sailor whatever the sea conditions. It overlaps with career coaching and career advice which are about identifying pathways through specific fields and sectors. Employability coaching is more holistic and generic.

So what for coaches?

If we take the scenarios given at the start of this article, how would having insight and an understanding of employability as I have described inform and impact on the coaching interventions?

In a climate of economic depression, people in work may be under greater pressure to deliver with fewer resources, and those laid off may have self-belief and self-esteem challenges, therefore appreciative inquiry and positive psychology interventions are likely to be a key part of the coach’s armoury. The search for meaning and identity as unemployment rises and the Baby Boomer generation re-examines what work means to them will lead to greater focus on values exploration. Work on motivation will present challenges for coaches working with different generations with different worldviews who may be very different from themselves. For example, previous perceptions of careers involve a ladder. Those are changing and may be more like a carousel which people jump on and off, into jobs that have yet to be invented.

I suggest it brings heightened awareness of the employability agenda and enables the coach to support and challenge in a more focused way that is aligned with current marketplace demands and conditions. The common employability set of 8 main capabilities listed earlier becomes the palette from which the coach can select appropriately (without limiting it to a mechanistic process). It also helps the coaching intervention to more closely address the needs of the organisation.

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We have a role to help build, maintain and sustain our clients' employability because the days of working for a single employer doing the same job the same way are over. To use a sea metaphor, the waves are coming at us quicker and from different angles and clients can learn to ride the waves with support.

The coaching community is also not immune from that challenge itself. Adviser to Barack Obama, Jim Wallis, asked "How will the (economic) crisis change us?" Either for your clients or yourself as a coach, my question is how will it change you?

For example, a common issue for the people described earlier might be re-examining how they learn. Many of us are already operating in a world where learning is predominantly 'social', facilitated by technology and new media (e.g. Twitter, LinkedIn, Facebook and Googledocs). It will mean learning in a different way for some generations – client and coach. Having an understanding of this profound change will help inform the type of questions and approaches within the coach's toolkit.

Contributing to the agenda

The issues that our clients face are familiar ones – confidence, self-limiting beliefs, dealing with change and so on. What is different is the context within which they operate. New paradigms for being 'at work' are being shaped which require new lenses to filter experience. Employability is one of the lenses

that coaching practitioners can use to reframe the challenges facing clients and to help them make sense of increasing complexity in a rapidly changing world.

David Shindler Bio

David Shindler is the author of "Learning to Leap, a Guide to Being More Employable", HotHiveBooks. An experienced coach, consultant and facilitator, David helps people at any life stage accelerate their employability. Contact him for more details via his website at www.employabilitycoaching.co.uk or on Twitter @dashcoaching.

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Coaching Wellbeing: The importance of encouraging our clients to self-care

By Tiffany Kay



At the risk of stating the blindingly obvious, we are living in particularly stressful times. From environmental to economic crises, the world has become increasingly uncertain. As a result, our coaching clients are facing immense challenges such as career upheavals, redundancy, marriage/relationship issues and financial difficulties. It is taking its toll on their lives and on their health.

Naturally, clients want coaching to focus on the big challenges. After all, it is often because a client has tried to solve their issues and been unsuccessful that they have sought out a coach. But tackling these situations needs to be done in balance with ensuring that the client is also taking care of their wellbeing - mentally, emotionally, physically and spiritually. Otherwise they will simply not have the energy or stamina to create and sustain the changes they want. Using the analogy of a car, without the proper fuel and maintenance, driving hard and fast will not get you far on your journey!

The mind-body connection is widely accepted. We all understand that prolonged stress will eventually cause our bodies to burn out. Our nervous systems are divided into the Sympathetic system (stress response) and the Parasympathetic system (relaxation response). Under perceived threat, our bodies switch to the Sympathetic system. Too many of us are living continually in our stress response and as a result we are damaging our health.

Recently, I was fortunate enough to hear Bruce Lipton, author of "*Spontaneous Evolution*" speak at the "*HayHouse I Can Do It*" conference. He highlighted the impact of neglecting our wellbeing. When we experience threat, our hypothalamic-pituitary-adrenal axis coordinates a protective response and allocates as much energy as possible towards our adrenal system. Blood is directed towards our arms

and legs (for the purposes of fight or flight) and constricts the blood flow to our essential organs, preventing any growth. Stress hormones shut off the immune system, which is working to suppress all of the viruses and parasites that already exist in our bodies and so we get sick. Nature designed our systems to help us to flee from real danger (like a sabretooth tiger) not for the chronic and ongoing stress of work or life pressure. As stress levels continue to rise, large numbers of the population are getting sick, which in turn causes even more pressure on our communities.

And if all of that doesn't inspire you to encourage your clients to take care of themselves, stress also makes us less intelligent! During high brain reactivity, the blood in our brains is squeezed from our frontal lobe backwards, and we become more reactive. We revert to using our subconscious processing which may or may not be taking us where we want to go. When we are on high alert, we lose the ability to see possibilities, draw conclusions or make structured decisions. In other words, we start to lose control of our own lives.

As a coach we want our clients to be at their best, particularly when they are facing challenges or making big decisions. When they are using conscious awareness, they are much more likely to take aligned and inspired action. So how can we better support our clients during these difficult times to ensure they take care of themselves?

Before I begin any coaching work with my clients, I have them complete an assessment and help them to

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create a wellbeing plan so they are prepared and equipped for the journey ahead. Together we decide on some key actions that will nurture their physical, emotional, mental and spiritual wellbeing. To keep this simple and actionable, I ask them to consider which are the three priorities they will give their focus to. We use this as a blueprint for creating balance in their lives whilst they are on the coaching journey. If they are in a transformational process, it is essential that they have a solid foundation in their life to build upon, or the changes will be unsustainable. It doesn't matter how resilient your client is, without health and wellbeing, they won't be able to create what they want.

As coaches, we have a responsibility to encourage self-care. We need to model it in our own lives too by nurturing our wellbeing. This isn't just about the sustaining factors such as nutrition, exercise and rest, but also about being prepared to take corrective action when we are stressed or run down, even if that means cancelling appointments or renegotiating commitments. The message we need to send out is that there is nothing more important than health and that means self-care first.

Tiffany Kay Bio

Tiffany Kay is a transformational coach, an inspirational speaker and the creator of Living an Inspired Life. Tiffany inspires clients to achieve the very best quality of life - at home, at work and in their relationships. She is currently helping women who are stuck or having a mid-life crisis, to identify what they want, turn it into a mid-life awakening and create the happiness that they truly deserve. For more information contact: mail@tiffanykay.com

Further Reading

“Six Weeks to Superhealth” by Patrick Holford

“Spontaneous Evolution” by Bruce Lipton

“The Art of Extreme Self-Care” by Cheryl Richardson

“You Can Create an Exceptional Life” by Louise Hay and Cheryl Richardson

What’s Happening with Coaching Supervision at the AC?

By Michelle Lucas



Everyone’s talking about coaching supervision but what is it, how do I get some and actually... what’s the point of it? According to some recent research, 70% of coaches receive coaching supervision (40% of which is done on a “no fee” basis) and yet in their sample only 16% of coaches were trained supervisors. So what are we referring to when we talk about “coaching supervision”? Who is able to do it and what form does it take?

These are just some of the questions that our new Lead for Coaching Supervision, Michelle Lucas, is asking and she’s setting up a working party of volunteers to help get some answers. The context for these questions is our goal to develop an accreditation process for coaching supervisors, to sit alongside the process we already have for coaches. This is part of the AC’s broader work to develop professional coaching standards and levels of practice.

The AC has already set out its perspective on what coaching supervision is – the AC’s Guide on Supervision offers this as a working definition:

Coaching Supervision is a formal and protected time for facilitating in-depth reflection for coaches to discuss their work with someone who is experienced in coaching. Supervision offers a confidential framework within a collaborative working relationship in which the practice, tasks, process and challenges of the coaching work can be explored. The primary aim of supervision is to enable the coach to gain in ethical competency, confidence and creativity so as to ensure best possible service to the coaching client (individuals, organisations, professional associations).

Given its collaborative nature you might wonder why this needs to be done by a trained coaching supervisor – won’t a peer do? From the AC’s perspective, Coaching supervision is more than just “coaching the coach”. It takes a different set of skills which actually puts the ultimate client as the focal point of the work – not the coach themselves.

Clearly, a critical ingredient of Coaching Supervision is supporting the coach to develop their skills – but a quick reference to theory (have a read of pages 151 – 153 of Hawkins & Smith, 2006) reminds us that this is only one of three functions. Supervision also encompasses “resourcing” (which is all about equipping the coach to be in “good shape” for their clients), as well as “managerial” functions (which is where managing ethical dilemmas and helping the coach articulate their coaching model and philosophy come in).

The challenge then is to develop an accreditation process that attends to all these functions. And, of course, we might expect there to be many interested parties in the work of supervisors – not just coaches but the coaching client at both the individual and organisational level, as well as the “purchaser” of the coaching work and last but not least, the organisations that train coaches and supervisors.

The working party which was formed through volunteers responding to a post on LinkedIn, had its first teleconference on 26th September. Remarkably we have 11 people who have volunteered to be part of the “core” team and a further 18 who have volunteered to support the project remotely. It’s great to be

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able to harness this contribution from our members.

You may have noticed many “calls” in the coaching press for collaboration amongst the various coaching bodies. We are hoping that as we develop Coach Supervision Accreditation this may actually provide an opportunity to start working more closely with the other professional bodies, through the Coaching Bodies Round Table. Collaboration is easy to aspire to, but difficult to achieve in practice – how do we manage the tension between pooling knowledge and yet maintaining a differential in the market place so that coaches can make an informed choice about which professional body they align with? We’d love to hear your ideas. Why not respond to this question on the AC’s LinkedIn group?

We don’t expect to resolve this conundrum quickly and indeed developing the accreditation process for coaching supervisors will no doubt take us into 2012. However, there is already much the AC is doing to help make supervision accessible to members.

If you haven’t already taken advantage of the member’s benefit of the Coach Mentoring Supervision Conference calls – then don’t delay! They run once a month on the 3rd Thursday in the month at either 08:00 or 19:45 – and they are free to members! Book yourself a place by e-mailing

karen@associationforcoaching.co.uk. This will give you first-hand experience of supervision in a small group of between 4 – 6 coaches. As mentioned above, a key part of supervision is getting support on our ethical dilemmas and so we are delighted that some of the co-coaching groups that operate around the country are dedicating an evening to do just this. If you are already connected to one of our vibrant co-coaching communities why not find out if they are planning to do this in your area?

Of course, sometimes we have questions that might not warrant a supervision session and yet on which we would still like to get some input. Why not sign up to our LinkedIn sub-group on Coaching Supervision (open to coaches and supervisors) and

pose your question there? This has led to some great discussions already!

Finally, if you don’t already have a supervisor and you would like to find one, remember that on the AC website there is a directory of AC members who are also supervisors. You can find it under the Online Directory and then coaches tab on the website: <http://www.associationforcoaching.com/dir/ACSupervisors1109.pdf>. Of course, at the moment this doesn’t identify which supervisors are accredited We’d need an accreditation process to do that now wouldn’t we? So watch this space and we’ll keep you posted on how this piece of work is progressing ... and if you’d like to have your say then watch out for invitations to join in the stakeholder focus groups later in the year.

Michelle Lucas Bio

Michelle Lucas is an Executive Coach and Coach Supervisor and has been running her own Coaching Consultancy "Greenfields" since 2003. Her previous experience in HR across many industries, coupled with her original psychology background means she brings to her clients a robust understanding of both individual and organisational dynamics. Trained at Oxford Brookes in both Coaching and Coaching Supervision she is an accredited coach with the AC and has logged over 2500 coaching hours. Contact Michelle at michelle@greenfieldsconsultancy.co.uk

References

Hawkins & Smith (2006) Coaching, Mentoring and Organisational Consultancy – Supervision and Development.

Meyler Campbell (2008) “A nice little earner” , Coaching at Work, Autumn.

A Journey into Supervision Part 3: the warmth of the sun

By Ken Smith



Perhaps because I was starting to pay attention in a different way in my supervision conversations, I began to notice around half way through the Coaching Supervision Academy programme how various transfer phenomena were surfacing in the cases my supervisees were presenting; that is, those aspects of the coaching conversation where a client is unconsciously inviting a coach to join in playing out their pattern with them or where the client awakens in the coach some of their own unfinished business.

One supervisee reported how one of her client's narratives about their life outside of work had prompted a powerful rescuing fantasy and recollection of an experience from her own early life, which tested her ability to stay with the client's agenda. Another talked with me about how her client had re-ignited her own dilemmas about her professional ambitions which were still unresolved. I think it is in this area, over and above the sharing of techniques and frameworks, where the real richness lies in supervision; as it is through the honest reflection it invites, on what happens with and to you when you are working with coachees, that a coach can increase what Peter Bluckert calls "psychological mindedness": their informed capacity for wondering about themselves, their clients and the relationship between them.

And, in developing my own practice as both supervisor and coach, with every opportunity to work with supervisees on such transference phenomena, there arises another in which to attend to how my history, fears and hopes are present in that moment, and how they can help or inform or need to be put aside.

How I was making the invitation to my supervisees to reflect on their practice gave rise to the question of my "presence" as a supervisor. I was learning,

through the hard (but enjoyable) reality of doing something to assist my supervisees, that presence is not a calm, mystical aloofness but contains both the ability to be a compassionate observer and, as Mary Beth O'Neill puts it, a "courage to speak and command attention"; it has both softness and muscle. My development as a supervisor is undoubtedly connected with finding ways to apply both, and achieve a best fit for each supervisee. And in making the decision to sit quietly or to question, I came back to the nature of my intention: was I enjoying being an expert and parading my ego; was I feeding my supervisees' deference to me as supervisor with the power differential which that title infers; or was I joining alongside them to deepen the collaboration from a place of compassion?

While supervision is a collaboration, however, supervisees expect to have from their supervisor some kind of trustworthy support and guidance in their client work and, over time, in the development of their practice. From already working with a set of supervisees whose interests, trainings and experience have been quite diverse, I know the balance of softness and muscle contained within that support and guidance can and must change for each supervisory relationship and as each relationship develops. It must adapt to how the supervisee is on the day and the stage they have reached in their development as a coach.

I have also learned that there is a difference between my presence as a coach and as a supervisor, which putting it at its very simplest, is related to coaching being more goal-focussed; super-

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vision more enquiry-focussed. My supervisory “presence” needs to include attending to words and to things beyond words; to the subtle exchange of energy between the supervisee and me which signals to me how they are, how I am and how we are together; an energy which informs my intuitions and cognitions about their practice. It’s a presence that can be soft and hard, delicate and robust; that finds a different balance of reflection and direction for each supervisee; a presence that can hold a supervisee in their moment of creative, sometimes fearful, unknowing; and that can place a penetrating question straight into the heart of that unknowing.

It’s a presence that is about knowing myself and also knowing about what goes into coaching, and which carries an obligation to be up to date in both these domains.

Ken Smith Bio

Ken Smith is an AC Accredited Coach and Founder of the Coaches in Government Network. He successfully completed the ICF Diploma in Coaching Supervision run by the Coaching Supervision Academy earlier this year.

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Chair's Report

By Gladeana McMahon

As we head into autumn I am reminded of just how quickly time passes and it seems only yesterday I was writing my last Chair's Report.

The AC is very active in providing high quality and low cost CPD opportunities to members, both as a benefit to individuals and as part of our mission to continually advance the profession of coaching. Over time we will develop more of this online. Currently we offer speaker events in 18 regional locations, and a wide range of co-coaching groups. The AC in the UK has now held 2 one-day conferences, providing excellent speakers covering academic and practitioner-focused coaching themes in an affordable package. This year the conference was on the theme of Resilience, and was held at the Docklands campus of the University of East London. Feedback from the conference survey has been extremely positive. Over 80% rated the conference as extremely or very good overall and great value for money. Nearly 90% said they would recommend it to others. Plans are already underway for next year's conference, which will be in Edinburgh.

We continue to collaborate, via the Coaching Bodies Round Table (CBRT), with other professional bodies such as the ICF, EMCC, BACP et al. Recently we joined with EMCC and ICF to endorse an international initiative relating to standards in the EU. We believe it is in the coaching profession's best interests to come together to discuss areas of common concern. Since the group formed we have been active in helping produce a joint code of ethics and are currently working on an accreditation comparison with the aim of providing members who belong to more than one body the opportunity of having an APEL type option which will allow members to only have to complete any areas of difference if they wish to be accredited by a second professional body.

In July 2012 it will be the AC's 10th anniversary. We are planning a whole range of activities to celebrate this which we will announce next year. It seems hardly possible that a whole decade has passed and that we are now the largest professional body in rela-

tion to its membership in the UK.

I would also like to introduce Ann Moran and Janet Beardmore to you. They have recently taken on the role of Joint Head of Operations. Both have an HR background and bring a wealth of skills to their roles. It has taken a while to find the right people and we feel the wait was well worthwhile as we can already see the difference that Ann and Janet will make.

You will have received information about the Council elections. As a member-led Association it is important that you, our members, have an active say in your Association. As we do not now have an AGM the elections will take place via an on-line offering. In addition, members will also have access to the AC's UK annual accounts.

I would also like to thank Anne Archer and Julia Cusack for their work as editors of our Bulletin. We get good feedback about the content and this is down to Anne and Julia's skills as well as to the knowledge and enthusiasm of those members who submit their articles.

In addition, Laura Burton our Strategic Alliances Lead has now settled into her role and is talking to a number of organisations about additional member benefits. She recently brokered a deal with the Open University Press that offers members a 20% discount on purchases of coaching books.

Do keep on letting us know what you like about the AC and would like us to do more of, as well as what we could be doing that we are not or could be doing differently.

Never be afraid to laugh at yourself, after all, you could be missing out on the joke of the century. — Dame Edna Everage



AC Global Team Update

The global team are continuing to work with the software partner to finalise the new AC website that will provide members with greater control over their information as well as access to new online content via the AC Interactive and AC TV platform. This has been a huge undertaking but we will be communicating further with our members by the end of this year.

Following the ICF and EMCC announcement about a new Code of Conduct which had been filed with the EU, we are pleased to share with our members that the AC are now connecting into this initiative and will be a signed-up supporter. This has prompted discussion with the ICF President and his team and we have had several teleconferences and face-to-face meetings with leaders from both the ICF and EMCC to talk about how we continue to collaborate in service of the long-term health, benefit, growth and sustainability of the coaching profession. As these conversations lead to further initiatives we will come back to our members to share with you how we aim to grow these key strategic relationships.

The AC global team have recently met with the

UK Council to discuss plans for 2012 and beyond and are looking forward to meeting with the Irish Council later this year to conduct a similar discussion. These meetings are always welcomed as it provides an opportunity to align, learn about and share the exciting growth developments both on a global and local level. What's clear is that there is lots of local innovation being undertaken which ensures that the AC continues to provide our members with a vibrant, thought-provoking and interesting community.

The AC accreditation programme continues to go from strength to strength with well over 200 people having now downloaded and begun to investigate their personal coaching learning journey. In due course there will be additional communication to our members about this scheme to ensure that people have clarity on how this programme can support their on-going professional growth and development.

Wishing you all continued success in 2011 and in preparation for 2012.

Best wishes the **AC Global team**

Successful Career Coaching

By Julie Blunt



Having worked in the area of career management for some years, as both a trainer and a coach, I'd like to share my perspective on what I believe makes a successful career coaching session.

around careers, which I will reflect in the following tips and ideas...

It's all about change – And of course, so is all coaching! However, I would suggest that the nature of career coaching means clients will often need more particular support to 'let go of' from the old world of work. Obviously this is particularly true when dealing with career transitions, but equally it is often one of the key barriers holding clients back from stretching themselves in a new role, or dealing with on-going change in their organisations. Noticing 'signs and symbols' indicating the client has still not accepted the need to change, is critical to success. If this is not addressed, any work on moving towards the 'new world' will be wasted.

Not a content-free zone! – Unlike many forms of coaching, career conversations tend to be more 'content-focussed' than others. This is because the actions involved often require input beyond great questioning and listening. This could be anything from reviewing CVs, to using tools to explore career values and transferable skills, to using development frameworks and models. In some cases, career coaching sits between mentoring and 'pure' coaching as there is on occasion the need to feed in information that is useful to your clients – about the job market, types of work, research options, etc. However, the focus of the session should still be to 'ask first' and only provide input if it is needed to create a more helpful foundation for discussion.

Encourage short-term actions – Much of the work I do in the 'career management' space is supporting clients to clarify and move towards long-term goals. With the focus on sometimes a 5 or 10 year outcome, it is tempting to focus only on fairly long-term action

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To understand the factors that lead to a highly effective coaching session, we need to be clear on what we mean by career coaching. For me there are three key areas:

- **Career transitions** – this reflects any situation where you are supporting a client who is moving into a new role, a new situation or is preparing to leave an organisation. This may take the form of outplacement, inplacement, retirement or promotion. For new leaders, this can often take the form of 'first 90 days' coaching.
- **Career management** – this may include planning for your professional development as well as achieving your long-term career goals. It can also include skills development – those transferable skills that are typically needed to be more agile and focussed as you move through the world of work.
- **Career support** – for some people, this is about helping them get through a period of 'stuckness' or addressing limiting beliefs. The issues can also relate to dealing with challenging people and conflict, or navigating the political landscape on your career journey.

And of course, career coaching has exactly the same foundation elements as other types of coaching; the need to create a stimulating and reflective environment for your client, to elicit and develop clear and coherent goals, to create a 'frame' within which your client can explore their issue and identify appropriate courses of action. However, there are also some elements that are particularly relevant to coaching

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plans. To gain real momentum and to give the action plan some traction, it is vital to encourage some short-term actions, even for a very ‘future-focussed’ plan. I like to ask my clients what action they are going to take ‘in the next 24 hours’ towards their goal. This can be challenging, but creates a focus and urgency to help move them forward.

Get beneath the presenting issue – With all coaching, there is a likelihood that what a client presents as the reason for the coaching is a mask for the true issue. Sometimes this is conscious (perhaps as self-protection until they feel able to trust their coach and discuss the real concerns) or unconscious, particularly for clients who feel ‘stuck’ and are unable to identify what’s in the way for them. In career coaching this is particularly true. Some years ago, I had a client who, in his first coaching session, expressed his goal as wanting to develop a career plan for the next 5 years. As we talked it became obvious that he already had a very clear plan in mind. By reflecting this to him and through careful questioning he admitted that he “didn’t think he was good enough” to progress further. Once this was in the open, we were able to productively move forward with the coaching process.

Be inspirational and practical – For a successful career coaching session, motivation is key but so are the practical considerations that relate to the world of work and our place in it (finance, timescales, etc). It’s a tricky balance to strike. On the one hand, it’s important to encourage the client to talk through the particular constraints they have in making career decisions. On the other hand, these can be unhelpful barriers by constraining new thinking and creativity. I believe the best way to approach this is by firstly acknowledging then removing the barriers by using hypothetical questions – “if money were no object here, what would you do?” This can often open up new areas for discussion and get clarity on what is really important for the client. By then exploring the options in light of their situation and circumstances, it’s possible to develop an inspirational and practical plan of action.

Be ‘ecological’ - In this type of coaching, the ‘ecology’ of decisions – i.e. the impact of possible options on others and the wider aspects of their own lives – is a critical factor. Through careful questioning, the client can be encouraged to view their options through different ‘lenses’ to enable them to factor in the consequence of taking each course of action. In particular, enabling the client to explore the impact of career choices on their lifestyle is critical. When dealing with clients who are going through a career transition, such as redundancy, they will often go through a ‘fantasy’ stage where they identify a long-held dream which they feel now able to fulfil. Helping them to explore how this will impact on their lives and those of their family helps to ‘ground’ the goals and ensure all relevant considerations have been factored in.

Why before the how – Often, in career coaching, there is a tendency for clients to become very task-focussed. This can have the effect of making the coaching programme simply another ‘work project’ rather than a deeper, more reflective process. In out-placement coaching in particular, clients tend to want to focus immediately on strategy and job search. Much of this is, I believe, due to the feeling of time pressing and the need to feel active in the process. Whilst it’s important to keep this feeling of momentum, it is equally important to encourage clients to take more of a ‘step back’ to consider their values, motivations and drivers. Are they still in a profession that satisfies them? What’s important to them at this stage of their lives? What do they need to feel fulfilled and satisfied in their careers? In the current economic situation, this kind of discussion may feel like a luxury. However, I believe that this is a vital opportunity to ‘step off the travelator’ and reflect on what they really want in their working lives, even if, in the current climate, they may have to take a ‘detour’ to get there.

Encourage on-going support – In career coaching, more than perhaps others, there is a need for clients to identify by whom and how they are going to be supported after the coaching programme. Who will

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be available to provide a sounding board for future career decisions? Who will help them stay motivated when times get tough? Who will be a key sponsor for them in the future? Whether it's identifying a mentor, a buddy or pulling together a group of like-minded colleagues, the focus on creating a resilient network of relationships will be key to ensuring the process started with the coaching, continues to ensure future career success.

Julie Blunt Bio

Julie is an executive coach and training consultant, specialising in helping individuals and organisations to achieve their full potential through career management and by helping to generate positive momentum to enable them to achieve their goals.

She is a Director for 'The Art of Work', a new career management consultancy, helping people and organisations to understand and engage with today's challenges in the world of work.

She can be contacted at info@julieblunt.co.uk

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Supervision in Coaching: *Supervision, Ethics and Continuous Professional Development*

Association for Coaching (2011), edited by Jonathan Passmore

As the coaching profession now enters a significant phase of its growth, *Supervision in Coaching* is a timely publication, addressing many current challenges and needs of practitioners. It is both a comprehensive body of knowledge and a practical handbook offering a wealth of resources.

Like previous books published by the Association for Coaching, *Supervision in Coaching* sets out with a clear purpose, offering different perspectives on Supervision and a variety of approaches to its readers, which may also stimulate debate. The book highlights and explores many of the key needs and issues that supervisors, coaches, and undoubtedly coach-trainers also face today.

The book is divided into four parts and explores the significant challenges that the coaching industry needs to address if it is to become a world-class, globally active and respected profession. All the contributors have written in an accessible way with real passion and expertise, providing case studies, models and frameworks. Each contribution is accompanied by bibliographies and clear references.

Part One, Approaches to Supervision, focuses on alternative models for supervision practice. Most literature on Supervision, as I discovered myself whilst carrying out some research, is drawn from social work or counselling practice. There is a definite need to develop a body of knowledge and models of practice to suit the specific needs of coaching today. This section compiles and thereby archives a variety of coaching supervision approaches.

The second part, Coaching Ethics and the Law, compares and contrasts the codes adopted by the main coaching professional bodies. However, this section is not as dry as it might initially sound. I found these chapters surprisingly stimulating, and my comprehension of the importance of ethics in Supervision

enhanced. Especially useful is the practical framework for ethical decision-making.

The third part, Continuous Professional Development and Personal Reflection, investigates skills development and personal learning in a very structured way. Coaches may be faced with difficult and often costly decisions regarding their own CPD. They will welcome the thorough advice here, including how to set development goals and structure one's approach to development. The chapter on undertaking coaching research as CPD is the best introduction to a research process that I have come across to date, and one which I would recommend to university tutors with responsibility for coaching modules.

The fourth part, Personal Reflection, includes a chapter of case studies and related comments contributed by different practitioners from the UK, Europe and United States. This section includes advice on keeping a reflective journal and reflecting from recorded sessions. Supervisors will find a wealth of material here to increase their own capacity for inquiry and to help them deepen their engagement with supervisees.

I found much in these pages to challenge and stretch me, and also to delight me. In particular, the chapters on Ethics offered excellent thought-provoking questions; whilst the chapters on Narrative Supervision and Creative Approaches gave me food for thought and new techniques that I am already incorporating into my practice.

This publication provides a timely and extremely comprehensive enquiry into the practice of Supervision for all coaching professionals. I can whole-heartedly recommend *Supervision in Coaching* as a practical handbook for coaches and supervisors, a standard reference for coach-trainers,

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and an inspirational learning resource for anyone interested in coaching. I recommend the addition of *Supervision in Coaching* to your “coaching library”. It will prove to be a treasure-trove of resources, which will extend your knowledge and appreciation of Supervision and enrich your practice.

Lisa Rossetti Bio

Lisa Rossetti is a creative writer, coach and coach-supervisor, specialising in career transitions and employability. She has a Post Graduate Diploma in Coaching for Transformational Leadership and a Diploma in Coaching Supervision (Coaching Supervision Academy). She has recently become a co-director of a social enterprise, delivering coaching to disadvantaged communities. Lisa can be contacted via www.positivelives.co.uk.

Volunteers Needed



Anne Archer and Julia Cusack are looking for two people to help. We need someone to take up the role of Book Review Editor. Reviews are a significant part of the Bulletin and there are usually at least two in each edition. There is a Review team in place and if you're an energetic self-starter, willing to chase book publishers for review copies, manage the team and liaise with the Bulletin editors to ensure there are reviews in the pipeline, please email

editors@associationforcoaching.com.

Anne and Julia also need someone to take over managing and sourcing the advertising in the Bulletin. This is an important source of income for the AC and we're keen to attract more high-profile players in the coaching industry, so if you have experience of dealing with advertisers, have lots of ideas about who we might approach or you're an enthusiastic learner, please contact editors@associationforcoaching.com.

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