

Dear Friends



The past few months have been a busy period for i-coach academy. After six years of operation, our key focus has been to review the standards of our industry, which continue to emerge, and to reflect on how i-coach academy's services align with

these standards. As a result, this month we are excited to announce a number of new initiatives.

The launch of our new CPD package in the UK is an exciting initiative as it will allow us to further support our community in the development of their professional practice. The package includes a schedule of events featuring internationally renowned speakers such as Halina Brunning, Mary Beth O'Neill and Dr Alison Strasser. It is a great opportunity to learn from those at the forefront of this industry and I encourage you to

have a look at what is on offer by visiting <http://www.i-coachacademy.com/pages/professional-development.php>

We have also revised our programme structure and are introducing two new programmes – Foundation in Coaching Skills Programme and Certificate in Coaching Supervision Programme.

In this edition, we review the success of a coaching and assessment centre which i-coach academy was contracted to establish for Standard Bank. Eighteen months on, Standard Bank share their feedback from this project. The article provides a useful insight for organisations looking to apply a criterion to their selection process or for practicing coaches who wish to best represent themselves in a tender process.

I trust you enjoy this issue of Coaching Matters.

Wishing you all the best,

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News

Introducing Coaching Supervision Certificate Programme

i-coach academy has announced it will introduce a Certificate in Coaching Supervision Programme in London later this year. This programme will be the first in London which is aimed at experienced coaches who want to develop their own model and approach to coaching supervision.

i-coach academy Director, Dr Caroline Horner said that supervision services were increasing in demand among the coaching industry.

"Organisations are increasingly requiring coaches to participate in regular supervision and continuous professional development. However, CIPD research suggests that only 10 per cent of coaching organisations actually offer supervision services to external coaches (*CIPD 2006 Report)," Caroline said.

"Through a process of experimentation and application, this programme is designed to help define your unique approach to coaching supervision. It uses existentially informed teaching to help you to reflect on your own experience and knowledge and way of being a coaching supervisor," she said.

The programme will be facilitated by Prof. Ernesto Spinelli who is known internationally as a leading figure in the development of existential practice in psychotherapy, coaching, mediation and supervision.

Other Faculty teaching on this programme include Prof. Mike van Oudtshoorn, Dr Caroline Horner and Dr Greg Madison, who has recently joined i-coach academy as a Faculty Member.

This programme commences in October with group interviews being held in June. For further information visit the programmes section of our website <http://www.i-coachacademy.com/pages/programmes.php>

* CIPD Coaching Supervision Maximising the Potential of Coaching 2006 Report

i-coach academy

i-coach academy has recently partnered with Ndawo Consulting to deliver our Foundation in Coaching Skills Programme in Johannesburg and Cape Town.

Ndawo Consulting was founded in November 1996, which has a 100 per cent black shareholding and is one of the larger consulting practices in Southern Africa, specialising in the implementation of change. Ndawo Consulting focuses on change management projects and acts in specialised areas of change, and how it is applied to activities such as training and skills development, quality of work life, information technology, management and administration and human resource management.

For more information on Ndawo please visit <http://www.ndawo.co.za>

Commander Coach Course

Commanding Officers from the Recruiting and Training Division of the British Army attended a three day Command Coach Course run by i-coach academy in Pirbright, Surrey late last year.

The purpose was to develop Commanding Officers as practicing coaches who were able to use coaching techniques in their day-to-day professional capacity.

Major Andy Reid, Chief Instructor at the Army Recruiting

and Training Division Staff Leadership School (ASLS), who sponsored the event, said that personnel who completed the course would not have contact with recruits/trainees in a coaching capacity but needed to understand their role in building a coaching culture.

"ASLS is a new Army Instructor Training School that aims to act as a catalyst for cultural change across the Army training organisation," Andy said.

"As coaches at the appropriate level, commanders will have the knowledge, skills and above all, attitude required to develop a coaching culture within their units," he said.

Andy has commented that "there has been a noticeable shift in attitude since the course". The course was split into a two day session and a one-day follow up and supported Commanding Officers to:

- Recognise coaching when they saw it and appreciate how difficult it can be
- Start thinking about what a coaching culture would look like in relation to their unit
- Use coaching as part of their overall leadership strategy as opposed to delegating it
- Use coaching in their role as line manager
- Communicate more effectively and consider what it means to be a learning organisation.



Dr Caroline Horner and Eunie Aquilina from i-coach academy with participants of the Commander Coach Course.

New Home

i-coach academy UK has relocated and is now based at 56 Queen Anne Street, London, W1G 8LA (closest tube Bond Street Station).

The move to a larger premises will allow us to run our academic and CPD programmes in-house as well as provide a more accessible base for students and our community. To date the feedback from students who have attended a programme in our new venue has been positive.

The premises also has a one-to-one coaching room that is available for students and our community to hire at an affordable rate (includes free use of self-service tea and coffee facilities).

For further information call Nikala Condon on +44 (0)207 317 1882 or email nikala@i-coachacademy.com



CPD Package Launched

i-coach academy this month announced the launch of a continued professional development (CPD) package to assist our coaches and the broader coaching community in the continued development of their professional coaching practice.

i-coach academy believes that the journey to developing a professional coaching practice is ongoing. Key to this belief is investment in CPD to continually replenish and help maintain the integrity of the individual coach and the coaching profession as a whole.

This belief is supported by the industry and procures of coaching. According to Wayne Mullen, Head of Learning and Development at Standard Bank (UK) evidence of continued professional development is a key criteria procurers look for.

"Selection of coaches is a complex process. We need coaches to demonstrate not only that they have a body of experience of coaching but that they have taken, and continue to take, their professional development seriously," Wayne said.

David Backinsell, Head of the Coaching Practice at YSC, a leading consultancy which sources coaches for large projects on behalf of their clients, supported continued professional development as an essential exercise for the professional coach.

"In evaluating potential coaches to join the YSC team, we place particular emphasis on business background, coaching experience and continuous professional development. A structured and ongoing programme of CPD, one that includes both formal and informal learning, is an essential ingredient for effective executive coaching," David said.

The package offered by i-coach academy will allow coaches to select from a broad list of workshops and seminars and design a CPD programme that is of interest to them and brings value to their particular coaching practice.

The package also provides a significant discount for those who want to invest in regular CPD.

In designing this package, i-coach academy has tried to include a mixture of day, half day and evening sessions to cater to the hectic schedule of our coaches.

For information on this package visit <http://www.i-coachacademy.com/pages/professional-development.php>

To hear more from Wayne and David please see our upcoming CPD event The Other Side of the Hill - A Conversation on Coaching Procurement where they are joined by Paul Ellis from Ministry of Defence, a i-coach academy MA student who has recently completed his MA research on Coach Selection across the Public Service.

Foundation Programme Launched

i-coach academy has announced it will launch a new Foundation in Coaching Skills programme.

The programme is aimed at those new to coaching who are interested in developing foundation coaching skills and engaging in coaching conversations in their workplace and/or their personal life.

i-coach academy Director, Caroline Horner said the introduction of a new programme was driven by research into the Masters Programme, which indicated that a growing proportion of students would benefit from further assistance in developing foundation level coaching skills.

"i-coach academy has been running this programme in-house for the past few years for organisations such as the RCN and MOD," Caroline said.

We are expecting interest from people with a broad range of backgrounds including managers and team leaders, HR staff, training consultants, business consultants and advisers, teachers, counsellors, therapists, social workers, sports coaches and parents.

The programme is structured so that it will equip people with foundation level knowledge of coaching which they would need to progress to our Certificate and Masters programmes.

This is a five day programme that is typically run over four months.

The first programme will start in South Africa on 27 March and in London on 16 May. For information visit <http://www.i-coachacademy.com>

ACILC Update

As of January 2008, the Africa Centre for Individualised Learning and Coaching will no longer be in partnership with the University of Stellenbosch Business School.

Our efforts to partner to build a centre focused on education and research, which supported the development of a locally accredited Masters Programme have not proved successful despite energy and passion from both parties. i-coach academy has therefore chosen to withdraw its initiative of a centre of excellence focused on research and education in coaching and learning and return to the original name of the centre - The Africa Centre for Learning and Coaching (ACLC).

i-coach academy is currently negotiating a partnership with an alternative South Africa academic institution as i-coach academy continues to believe in the significant role academia can play in furthering the development of the profession through education and research.

If you are interested in learning more about the programmes offered by i-coach academy in South Africa please contact Barbara Ferreira on telephone +27(0)82 498 0812 or email barbara@i-coachacademy.com

Committee

i-coach academy congratulates graduates Dale Williams (MA), Michelle van Reenen (MA) and Saul Goldblatt (MA) on their appointment to the COMENSA Executive Committee late 2007.

COMENSA (Coaches and Mentors of South Africa) is the professional association for individual and corporate providers and buyers of coaching and mentoring services in South Africa.

Dale Williams was elected President; Michelle van Reenen, Secretary and Saul Goldblatt, Treasurer.

As she steps down from her role as president, i-coach academy also acknowledges Sunny Stout Rostron, an i-coach academy Doctorate graduate, for her significant contribution in inspiring and driving the team to establish a local professional body in South Africa. We wish her well with her new endeavours including her contribution to the GCC.

Bereavement Notice

It is with deep sadness that we inform you of the loss of a dear friend and colleague, Guizelle van Reenen. Guizelle passed away on 1 March 2008 after a long battle with cancer. Guizelle touched many people's lives in such special ways. She has been at the core of the Leadership Coaching work in Absa for many years and will be deeply missed by our South African community.

i-coach academy Team Continues to Grow



Jolene McCullough

This month i-coach academy welcomed Jolene McCullough and Denise Reidy to our London team.



Denise Reidy

Jolene will take over the role of Programme Coordinator. Jolene has joined from the Hay Group where she worked within a specialised education department most recently working on leadership programmes for serving headteachers. She has a BSc in Psychology from the University of Surrey and has always been interested in coaching. Jolene moved from southern Africa to England 15 years ago.

Denise has recently moved from Ireland and has taken up the role as Office Manager. She has worked within the field of office management for 14 years. Denise is multilingual, speaking fluent French and German having worked extensively in Brussels, Belgium and Ireland. Denise's interest in coaching has stemmed from past studies in Psychotherapy.

Feature Focus

Screening Executive Coaches: Standard Bank Reports on Their Ongoing Journey

Dr Helena Dolny, Director, Leadership Development, Coaching and Mentoring Unit, Personal and Business Banking, Standard Bank South Africa

Coaching in South Africa, while in its infancy, is a rapidly growing profession. In the absence of universally accepted standards, companies wanting to hire coaches face a bewildering landscape of diversified qualifications, styles and experiences. Faced with this challenge, Standard Bank South Africa consulted i-coach academy to help them embark on a project to establish a coaching and assessment centre as a process for screening coaching. In Coaching Matters Edition Three, we reported that i-coach academy had been contracted to work with the Standard Bank.

Eighteen months later, Dr Helena Dolny, Director of the Leadership Development, Coaching and Mentoring Unit at Standard Bank shares the outcome of this project with Coaching Matters.

Background

Standard Bank has approximately 30,000 employees and operates in more than 20 countries. Until 2005, business unit autonomy to make choices in the arena of coaching and mentoring resulted in a hit and miss approach. We decided to introduce a screening process to create a pool of "accredited" coaches that any business unit could have confidence in.

Further decisions included not to hire one coaching company; not to favour one coaching methodology; to require certain minimal criteria in terms of years of coaching experience at an executive level and with evidence of continued professional development and supervision; and to expect coaches to engage with the line manager.

The Assessment Process

Electronic Questionnaire

This provided us with quantitative criteria but told us nothing about the style or quality of coaching.

Telephone Interview

i-coach academy suggested telephone interviews as an intermediary step prior to the assessment day. The telephone interviews provided a second filter to discern the coach's process, relationship to the client, preference for certain coaching assignments and any ethical dilemmas.

The Assessment Day

Following the initial screening, a selection of coaches were invited to work as a triad for the day. They were asked to prepare a presentation and to bring a real issue that they were willing to be coached on. There were generally three Standard Bank assessors and the day consisted of:

1. A company briefing on context
2. Presentations
3. Demonstrations
4. Debriefing opportunity.

By interacting with the coaches and watching them at work, we were able to assess their performance against key criteria and indicators that i-coach academy had developed.

For each criterion, i-coach academy had drawn up positive and negative indicators. For example to measure the coaches ability to build rapport, confidence, trust and respect with a client the following indicators were considered:

Positive Indicators: a sample:

- + Coach and client look relaxed and at ease;
- + Coach sets up session by making explicit confidentiality, time boundaries, what they can support with and what they cannot, agrees a way of working with the client;

+ Coach makes an effort to assess where the client is in order to effectively join with them

Negative Indicators: a sample

- Coach talks frequently in the session, interrupts and finishes client's sentences
- Coach is using negative body language (arms crossed, looking at watch)
- Coach assumes they understand what the client is saying without checking out language, meaning, restating etc;
- Coach disregards client agenda for the session
- Coach terminates session abruptly

Certain criteria were considered "show stoppers" and when it came to allocating scores, values for these criterions were doubled. The final total was then divided by the number of the criteria.

The guideline for scoring was as follows:

- +2 Demonstrated only positive behavioural indicators during the session
- +1 Demonstrated some behaviours which were positive indicators and some behaviours which were negative indicators on this criterion. Overall, demonstrated mainly positive behavioural indicators on this criterion
- 0 No evidence demonstrated
- 1 Demonstrated some behaviours which were positive indicators and some behaviours which were negative indicators of this criterion. Overall demonstrated mainly negative behaviours

Reflection

Almost 300 coach data questionnaires were processed in the first eighteen months of using the assessment. As the screening practice evolved we concluded:

(a) Some of the criteria was generally not observable on the assessment day e.g. boundary management.

(b) We began to add in additional criteria as they occurred - i.e. one coach used his body in quite an intimidating manner so we added to the body language criteria.

(c) We ran regular screening days with a core group of screeners but experienced more divergence in our scoring than desirable.

(d) It's taxing to both observe and record. The intent is to record as much and as accurately as possible because the integrity of the process depends on the accuracy of the observation and its recording. One suggestion has been to hire a speed typist/stenographer.

(e) We had a problem scoring zero. We felt that on some criteria - the absence of positive behaviours could not be considered as "neutral" but merited a minus score. Furthermore we wanted more distinction on the minus score so we decided to introduce -2.

(f) We observed that coaches that had "wide" but "thin" coaching specific training didn't perform as well as those that had undertaken a specific course over a longer period of time. We settled on wanting to hire coaches with at least 15 days training over a several month period on one specific course. Secondly, coaches with several executive coaching assignments under their belts excelled more easily in the presence criteria. We decide not to assess coaches with less than ten executive assignments. Thirdly we noticed that coaches who had at least a full year of coaching post completing their coaching specific training, more easily satisfied the criteria.

Revised Assessment Criteria

After 18 months of practice the following revised criteria was established.

i-coach Screening Criteria 2005		Standard Bank Screening Criteria 2007	
A	Self Presentation (self insight, self awareness, self belief) (model)	1	Self Presentation - Presence and Being (in the presentation)
B	Self Presentation (self insight, self awareness, self belief) (demo)	2	Self Presentation- Presence and Being (in the demo)
C	Boundary Management	3	Professional Standards: Contracting and Boundary Management
D	Work Standards		
E	Building Rapport	4	Building and Maintaining Rapport
F	Interpersonal Sensitivity		
G	Managing Emotions and Ambiguity		
H	Identifying Issues	5	Eliciting a Shared Understanding of the Coachee's Outcome
I	Flexibility	6	Flexibly Holding to the Client's Agenda
J	Clarity of Communication	7	Listening
		8	Questioning/Probing
K	Organisational and Environmental Sensitivity	9	Exploring the Systemic Implications
		10	Generating Sustainability
L	Building Capacity of Client to Coach Others and Self Coach	11	Building the Capacity to Self-Coach
		12	Congruence Between the Model and Demonstrated Practice

Revised Assessment Criteria Cont.

Self-Presentation

We distinguished between how coaches conducted themselves in terms of presence, diction and overall impression of their presentation of their model and their coaching demonstration. Some coaches were great speakers and did well in presenting themselves and their model (a public speaking attribute) but did not have coaching presence and vice versa. We needed to see both.

Boundary Management

Boundary management was combined with work standards and modified to include a shared understanding about coaching and how it differed from other helping professions as well as the coach's ability to share the fundamentals of their personal approach to coaching.

Building and Maintaining Rapport

Building and maintaining rapport was expanded to amalgamate three i-coach criteria - building rapport, interpersonal sensitivity and managing emotion and ambiguity. Building and maintaining rapport is one of the skills that many coaches have been unable to demonstrate at a high level. We observe rapport from different aspects; whether it is the pacing, tone and/or pitch of the coaching conversation.

Eliciting a Shared Understanding of the Coachee's Outcomes

Eliciting a shared understanding of the coachee's outcomes, was created to ensure that coaches do not single mindedly pursue coaching on the first symptom that is presented by the client, but that they engage

in exploration and clarification to ensure shared understanding as well as supporting the coaching conversation in getting to the heart of the matter. Several coaches who came through our process failed to explore what the underlying issue was.

Flexibility Holding to the Coachee's Agenda

Flexibly holding to the coachee's agenda was added because we noticed that as the coaching conversation progresses and new outcomes emerged for the client, some coaches insisted on taking the coachee back to their originally stated goals for the session.

Listening

Listening was created as a benchmark to ascertain the quality of what we consider to be the most important skill of the coach. The coach's quality of listening will be reflected in the crafting and choice of words in the questions, which should indicate respect for the coachee's choice of language and the meaning the chosen words hold for the client. We notice rapport being broken when coaches rephrase the coachee's choice of words. Listening also includes the coach providing appreciative attention whilst noticing changes in physiology, tonality, pacing and breathing. We also tried to observe whether the coach is listening for what is not being said.

Question-Probing

Questioning-probing including the coach's ability to ask relevant questions in relation to the coachee's outcome and questions which enabled the coachee to deepen their own awareness and reach new insights was added as an observation.

Building Capacity to Self-Coach

Building the capacity to self-coach was initially suggested as a show stopper but was later amended. The concept of the coach sharing some of the thinking behind their questions, techniques and other coaching elements so to enable clients to self-coach in the future was valued but inevitably proved unobservable in most sessions.

Exploring Systemic Implications

Exploring systemic implications and generating sustainability replaced organisational and environmental sensitivity. We wanted to emphasise systemic implications more clearly. With regard to the coaching topic, we want to observe whether or not the coach pursues a line of questions that invites the coachee to reflect on the systemic implications (work, team, family, role players, environment etc) of any decisions they are reaching.

Congruence Between the Coaching Model and Demonstrated Practice

We identified that coaches who have masterfully integrated their model into their style have coaching conversations where there is no obvious model informing their questioning. Yet during the debrief they can link the stages of their coaching conversation to their model. We have had difficulty with coaches using the descriptor "dancing in the moment" and not being able to be to link their line of questioning to their coaching model.

Testing the Revised Criteria

In April 2007, two of the original core group spent four days in London. The objective was to equip the London team to do the same coach assessment process as was being practiced in Johannesburg. We spent one thorough briefing day going through the process and the criteria. The next three days were spent screening. The person who will govern the process was present throughout, five others participated in rotation. The second round of screening took place several weeks later and this time the process was run by the London team with one person from South Africa providing support. In South Africa there have been three screening days using the new criteria.

Our observations are that:

- The revised criteria seem to be more easy to observe and record, and the quality of our data is improving
- There appears to be less variance between assessors than previously experienced.
- We have been able to maintain the quality of developmental feedback to coaches

What have the coaches said?

Most coaches have said that they have felt apprehensive about the day but that the atmosphere created by the assessors had contributed to them feeling more at ease than expected. Many have said that they enjoyed being able to listen to the presentations and observe the practice of other coaches and that this was a valuable exercise for them.

What have the coachees said?

The coachees have shared the following feedback with us:

- Knowing that the coaches have been professionally screened gives them a sense of confidence of making their choice in an unregulated environment.
- The process of having to shortlist a choice of three coaches is thought provoking. They are impressed

by the consistent quality that makes choosing difficult.

- The decision not to have coaches from one school of coaching means that they have to engage with the different approaches of the coaches which in itself is thought provoking.

Looking to the Future

The process described above has been a comprehensive and elaborate process. However, when we consider whether it has all been worth it, the answer is a resounding yes. We've empowered ourselves as professionally as we know how, in order to provide a process that's clear and transparent. It's true that perhaps some coaches come to the screening and adapt their style on the day to the style they know we prefer and then they behave differently in a coaching assignment - but the nature of the confidentiality of coaching is that we are unlikely to know this and must accept that we did the best that we could do at the outset.

We now have confidence about our hiring in an unregulated market and we believe we've designed our process to minimise our mistakes. It has been exacting, time consuming and therefore expensive. However as a larger company we can justify the expense with the results. In the future we will continue to use the screening process so that our coachees have variety as well as quality in making their choices.

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Developing a Screening Criteria

i-coach academy has significant experience working with organisations to help them to maximise the benefits of coaching in organisational and individual development. This includes working with organisations to develop individual screening criteria to ensure that coaches hired deliver on organisational objectives. We would be happy to talk to you further about how a screening process might be implemented in your organisation and how i-coach academy can work with you to develop this. Please contact us on +44 (0)207 317 1882.

Research Results

Existential Migration

By Greg Madison, Existential Psychologist and i-coach academy Faculty Member



A leisurely stroll down Oxford Street, London or any other street in a metropolitan city brings to ones attention the global reality of our society. But what, one may ask, is the driving force behind fellow citizens choosing to set up a 'home away from home' and what are the challenges faced by

these people? Consider this further and one should also ask 'What does this all mean for the coaching profession who are seeking to help an increasing number of clients living in a foreign land?'

i-coach academy Faculty Member and existential expert, Dr Greg Madison has recently completed his research on existential migration and the implication it has on both those choosing to live abroad and helping professions such as coaching and psychology. Below Greg shares his findings with Coaching Matters.

The economic motivations assumed to underlie most migrations do not adequately explain why some people leave home to live as foreigners in a new country. Phenomenological research into the experiences of voluntary migrants unexpectedly revealed that some of these people are actually using migration to express a deeply felt existential need. These 'existential migrants' discover more about themselves and feel more alive when confronting unfamiliar cultures. But by exposing themselves to a vast range of different people and foreign places they consequently end up living with questions about the meaning of 'home' and 'belonging' in the world generally. These research findings are significant for migration studies and associated issues of acculturation, staff retention and culture shock, but the research also has implications for how we practice psychotherapy and coaching with international clients.

Alan* is an executive in a large banking firm in the city of London. Six years ago as a recent business graduate, he left his native New Zealand to 'seek his fortune'. After a year in Australia and two years in the Netherlands, he arrived in London where he's worked for the past three years. When I first met Alan he presented as an intelligent, curious and ambitious young man with a passion for travel. He was proudly self-sufficient and independent but this was mixed with a slight air of melancholy. Alan sought coaching in order to deal with an increasing feeling of restlessness at work, mixed with a recurring anxiety about his plans to buy a property in London. For the past couple of weeks he has been feeling homesick for family and friends in New Zealand but has also been increasingly preoccupied with the idea of moving to New York, where he spent an exciting three-week holiday last summer.

It may be tempting to simply view Alan as typifying a breed of young international executives moving around the globe according to the demands of 21st century capitalism. However, even a cursory examination of Alan's experience and his motivations for leaving home begin to offer another story. A phenomenological exploration of Alan's life reveals that while growing up he had always assumed he would leave New Zealand, in fact he never really felt 'at-home' in his home. This is curious. Why would he not feel 'at-home' in the only home he had ever known?

Looking back, Alan gradually realises that he made many choices, including education and career choices, based upon the likelihood that each choice would hasten his departure and increase his ability to live in other places. This was such a natural longing for Alan that he was shocked when he discovered that many of his friends

had no plans to leave New Zealand but instead were happy to plan their lives around friends and family and the familiar streets where they had grown up. In contrast, Alan always remembers being attracted to anything foreign. He experienced the familiar home environment as overly conventional, too homogenous, boring and even suffocating. Though he had good relationships with his family and a good social network, he always felt different from those around him and longed for the adventures he would have once he left his homeland. He remembers thinking 'life begins when I leave home'. Alan's current experiences reveal his long-standing dilemma regarding the attraction and repulsion of belonging and settling in one place. He lives with ambiguous feelings regarding home, a deep longing to belong coupled with the panic of having to conform to a quotidian life that he finds unconvincing and abhorrent.

Alan's story illustrates a process of voluntary migration that has not previously been recognised. Unlike economic migration, simple wanderlust, or variations of forced migration, 'existential migration' is conceived as a chosen attempt to express or address fundamental aspects of existence by leaving one's homeland and becoming a foreigner. These individuals move cross-culturally, sometimes repeatedly, in search of self-understanding and as an expression of their unique orientation to life. These individuals are actually seeking to express and address deeper 'existential' questions such as 'who am I', 'how can I fulfill my potential?', 'where do I belong?', 'how can I feel at home?' Most of these individuals leave their home cultures because they never felt 'at home' in the first place. For some, the choice to leave can eventually result in not being at home anywhere in the world, leaving these individuals to live within a sort of 'homelessness' that includes a complex mix of inconsolable loss as well as perpetual adventure and self-discovery. These individuals raise interesting questions about assumed definitions of home and belonging. Is home where we are most ourselves or is home the very thing exiles us from ourselves?

The research that revealed this process consisted of in-depth interviews with voluntary migrants from around the world now living in London. The study generated impressively consistent themes definitive of this type of migration. Themes include notions of a malleable self, the importance of following a call to authentic living and self-fulfilment, the need for freedom within belonging, openness to experiences of homelessness and the valuing of difference and foreignness as a stimulus to personal awareness and broadening perspectives. Among these migrants there is a marked preference for the strange and foreign and a consistent contempt for the conventional and easy life of the settled community.

The concept of existential migration fits well with themes in existential philosophy, especially Heidegger's concept of the 'unheimlich', which points to the foreign and unfamiliar heart of human existence. Heidegger suggested that our primordial way of being in the world is to feel not-at-home. To feel at home is seen as a fall into an inauthentic form of life, an attempt to tranquillise the anxiety and insecurity of our existence. To feel truly 'at home' in our homelessness requires us to leave the familiar and enter a process of discovery that may eventually culminate in a homecoming that includes awareness of our existence. It is unclear whether those engaged in a process of existential migration are exhibiting the plight that Heidegger describes, but there are certainly similarities, including the tendency for these migrants to be interested in philosophies of life and the mystery of existence.

The concept of existential migration also illuminates aspects of psychological research into acculturation, relocation stress and the issue of corporate management retention after international assignment. For example, until now the research literature has not acknowledged that the deep and unexpected upheaval that can

result from exposure to different cultures may have an existential and philosophical component. Even if an individual has relocated solely for business purposes, he or she may find that their taken-for-granted assumptions are revealed as contingent, exposing the unheimlich groundlessness of life. Upon return to the home country, that revelation is not always convincingly 'papered-over', resulting in a restlessness that needs to be acknowledged and explored.

As a process, existential migration may occur with anyone, though certain people seem more predisposed towards it as a primary orientation to life. But even for these 'existential migrants' the day may come when their process becomes one of settling rather than migrating.

Though explorations around issues of home and belonging tend to be very emotional and poignant, voluntary migrants value and even enjoy these dialogues. Paradoxically, the voluntary migrants who participated in the research found that openly discussing their experiences of leaving home, often for the first time ever, resulted in a shift regarding their self-understanding and their feelings of restlessness. It seems evident that psychotherapy and coaching sessions with international clients would benefit from explicit home-world dialogues that avoid pathologising the attraction of a migratory rather than a settled life.

The concept of existential migration offers a re-thinking of many taken for granted concepts in migration studies, psychology and psychotherapy. Also, there are radical and concrete considerations for a world that is increasingly globalised. A kind of global 'homelessness' may be on the horizon; perhaps we are heading towards a time when no one really feels at home anywhere anymore, signaling the end of belonging. It is exactly these deeper issues that the study of existential migration has revealed as issues for us all.

* Alan is a fictional character whose experience is a composite of those documented through this research project.

Greg Madison

Greg is an existential psychologist and psychotherapist. He is a senior lecturer at Regents College on the Doctoral Programme and also offers clinical supervision for the NHS. Greg also offers coaching supervision. He maintains a private practice offering home-world dialogues, psychotherapy, coaching, mediation, and supervision sessions in Brighton and London.

Greg has recently joined i-coach academy as a Faculty Member and will be teaching on the new Certificate in Coaching Supervision Programme.

There is more information about existential migration on his website: <http://www.gregmadison.net>

Event Reviews

Danish Psychotherapeutic Society for Psychologists Annual Seminar on Existential Psychology

By Tamsin Slyce and Jane Campion, i-coach academy MA students

A Curious Traveller in Copenhagen - Tamsin Slyce

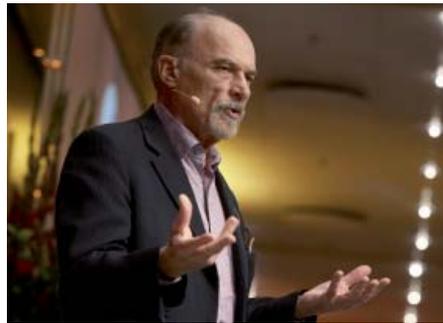
The most read and most lent book on my shelves is Love's Executioner by Irvin Yalom. It is a collection of beautifully written tales illuminating some core concepts of existential thought. Since I first read it 12 years ago it has slowly worked its magic on me. It has been influential both in my becoming a coach and the type of coach I have become. I was therefore excited when I discovered Dr Yalom was crossing the Atlantic to speak at a seminar entitled The Challenge of Being. In addition, Prof Ernesto Spinelli a leading European existentialist and i-coach academy Faculty Member was to share the bill with Yalom. With the help of colleagues, I braved the bumpy ride on EasyJet and arrived in Copenhagen intrigued to hear them speak.

Dr Yalom shared with us the genesis of his various books. He described those he had eventually chosen not to write, as well as some he had. He decided, for example, not to write about a series of characters from different centuries, each one waking up from a nightmare seeking help. This book would have explored how death anxiety has been faced and dealt with through the ages. He invited anyone in the audience to take up the challenge, so it may yet get published.

Dr Yalom holds a secular view of the human condition. There is no design to our existence and we are all born with the knowledge that we will die. We are meaning seeking creatures "hurled into a world with no inherent structure, we have to learn to build a meaning sturdy enough to support a life." As the actor Alan Alda echoed in a recent interview, the search for meaning "is something to carry me through."

I found it illuminating to hear Dr Yalom and Professor Ernesto Spinelli express differing views on meaning and meaninglessness. Professor Spinelli argued that "meaning can never be fully captured." Anxiety comes from "becoming aware of the need to reconsider meaning again and again." "It's not just about the search for meaning. We would stultify ourselves if we did find it. It's about a search for meaning, the awareness of meaninglessness and holding the tension of the two."

These two great existential practitioners gave their presentations in isolation. The seminar would have been set alight, for me, if they had been brought together to question each other and explore each other's ideas. After all, existentialism's great gift to coaching is its encouragement not to adopt the stance of a knowing expert, but to remain a curious fellow traveller.



Entering Another World - Jane Campion An existential theme seemed to emerge at this seminar which spoke of the importance of relationships maintained through an explicit framework or "world".

Yalom observed that there are two major ways that therapy helps clients: through the generation of ideas and through the nature of the relationship. The content or topics discussed in coaching sessions may rarely be existential focused, however existentialism (or "existence" psychology as he preferred to call it), can still be influential based on the relationship alone as the therapist/client work as "fellow travellers".

Spinelli described the conditions for this as "magical". He spoke of the therapist abdicating expert practitioner attitudes and tricks of the trade in the interests of creating conditions or structures that can allow unique, subjective experiences to be experienced by both the therapist and client.

He suggested that we consider the relationship not so much as a relationship, but as a world. The client and the coach enter a designated world with rules, regulations, boundaries and conditions which can be distinguished from the worlds inhabited by each other. He urged the 800-strong audience not to think of it

as the construction of a relationship agreement, but a 'world space' through which coach and client create the possibility of experiencing related being in a way that is distinctly different from the experience in the wider world.

The question [as coaches] we might ask, he suggested, is: "what do I need to believe in order to believe that I am now being the coach? Those are the conditions which are then communicated for the client as well."

For example, when a client experiences the coach as someone who permits exploration of unique possibilities and challenges assumptions, they are enabled to work in the same way. It is also possible that the client is able to allow more uncertainty to enter, freed from the burden of uncertainty in the relationship.

Certain conditions distinguish a world – timing, frequency, confidentiality and payment. The rules and content don't matter. What matters is the explanation and agreement to honour them. In following these, the coach maintains stability in the 'coaching world'. Spinelli explained that the client starts to believe more in the reality of the world and the possibilities it offers as a result of the coach's stance.

3rd National Coaching Psychology Conference Review

By Paul Ellis, i-coach academy MA student

The 3rd National Coaching Psychology Conference was held at City University from 17-18 December 2007. Several members of the i-coach faculty presented.

Prof Ernesto Spinelli provided a thought-provoking paper titled: Coaching Psychology and Psychotherapy: Contrasts and Comparisons. The paper outlined how definitions of coaching are not dissimilar to those for therapy, but areas of differentiation are the organisational context of coaching, how it labels itself (developmental or performance) and contracting issues (who is the client, the coachee or the organisation). Ernesto then moved on to discuss the attitudes of many in the coaching profession towards research, to the extent that people almost take pride in being atheoretical on the grounds that coaching is a "practical"

intervention. Yet the concluding thoughts were that there is a fuzzy space between coaching and therapy, perhaps one which coaching psychology itself will fill, which needs to emerge to bridge the two disciplines.

Dr Alison Whybrow provided a semi-philosophical keynote on Knowledge and Understanding: What is the Difference and What Does That Mean for Coaching Psychologists? This paper challenged psychologists not to hide behind their expert knowledge but to appreciate the impact of how their knowledge of psychology is influenced by their own internal philosophy, which makes up how they understand reality and focus their knowledge. Alison bravely challenged the group of coaching psychologists not to forget how little we all know and that as Plato proposed,

true wisdom is when you realise how ignorant you are.

Other presenters of note included Dr Carol Kauffman (Harvard University) and Dr Tony Grant (Sydney University). Carol provided a useful outline of how to bring positive psychology into your coaching practice. Tony provided a keynote which asked what coaching psychology has to do in order to be taken seriously as a subset of psychology and a one-day master class on his approach to solutions-focused coaching.

This conference runs annually and is good value and provides a useful opportunity to gauge the attitude of the BPS who are seeking to become more influential in the field of coaching. There is also an opportunity for non-psychologists to present their research there.

Diary of events

i-coach academy CPD Events

- Networking Evening - How Coaching Conversations Can Support Organisation Development
Eunice Aquilina
9 April 2008
Central London
- Exploring the Interdependency Between the Person, the Role and the Organisation - A Systems Psychodynamic Approach
Halina Brunning
23 April 2008
Central London
- Networking Event – Life After Masters
Prof. Mike van Outshoorn, Prof. Ernesto Spinelli, Dr Caroline Horner
1 May 2008
Central London
- Mastery - Achieving a High Level of Excellence, Satisfaction and Fulfilment
Prof. Mike van Outshoorn
15 May 2008
Central London
- Critical Academic Skills Workshop
Angelique du Toit
20 May 2008
Central London
- Networking Event - Empowering Clients to Rewrite their Story
Angelique du Toit
20 May 2008
Central London
- The Other Side of the Hill – A Discussion on Coaching Procurement
Wayne Mullen, Paul Ellis and David Backinsell
4 June 2008
Central London
- Overcoming Self-Limiting Beliefs in Coaching
Dr Alison Whybrow
21 May 2008
Central London
- Networking Event - An Own Goal for Coaching
Prof. David Megginson
12 June 2008
Central London

Open Evenings

- Open Evening UK
27 March 2008 (see our website for monthly dates)

Upcoming Programmes Dates

- Foundation in Coaching Skills (Johannesburg)
Commencing 27 March 2008
- Foundation in Coaching Skills (Cape Town)
Commencing 2 - 3 April 2008
- Certificate in Coaching Practice & Conversion Module (London) Commencing 30 April 2008
- Certificate in Coaching Practice & Conversion Module (Cape Town) 5 May 2008
- Foundation in Coaching Skills (London)
Commencing 16 May 2008
- Certificate in Coaching Practice & Conversion Module (Johannesburg) Commencing 29 May 2008
- Certificate in Coaching Supervision (London)
Commencing 10 October 2008

Other Events

- EMCC UK 2nd Annual Conference (registration closed)
25 & 26 March 2008
- Annual BPS Conference
2 – 4 April 2008
Dublin
- Global Convention on Coaching
7 - 11 July 2008
Dublin

Book Reviews

Coaching and Couch, The Psychology of Making Better Leaders - By Manfred F.R. Kets De Vries, Konstantin Korotov and Elizabeth Florent-Treacy

Review by Sally Gritten

This book is based on the executive education programmes offered at INSEAD Global Leadership Programmes Centre and is infused with their approach to leadership development and consultancy. It provides a useful background for coaches and in the later chapters addresses issues pertinent to our industry.

The book assumes a psychodynamic perspective throughout. De Vries and company are joined by Anton Obholzer and many other leaders in the field of psychodynamic psychology. Indeed, in Chapter 1, De Vries explains the 'clinical paradigm' which states as its first premise, "...all human behaviour, even in its most odd or deviant forms, has a rational explanation. The second premise is that, "...our unconscious plays a tremendous role in determining our actions, thoughts, fantasies, hopes and fears." As a coach who is highly influenced by existentialism and personal construct psychology, I was prepared to argue my way through the text.

However, in spite of (or because of) this underlying model, I found much in the book that informed me as a coach and that I could consider in my coaching practice. I believe that this was true for all the readers in our group, no matter their framework underpinnings.

For example, Chapter 8, written by De Vries and Korotov is titled Transformational Executive Programs: An Owners Manual. Within this chapter the authors discuss the 'mental life triangle' which links cognition, emotion and behaviour. It goes on to say that "executive change is about making new and different choices. Therefore, to have an impact, executives have to be swayed both cognitively and emotionally." Further on in Chapter 13, the chapter by Elisabet Engellau The Dos and Don'ts of Coaching: Key Lessons I Have Learned as an Executive Coach offers a useful lesson and reminder of good coaching practice.

In summary, Coach and Couch may not be a book to read from beginning to end but it is enormously useful and interesting as a text in which one can dip in and out. For me, I know that timing can be crucial to my openness to reading and accepting ideas. So whilst I may now not agree with some of the philosophy, it is not hard to believe that in another time and place, the writings will have more validity for me.

Practicing Existential Psychotherapy: The Relational World - By Prof. Ernesto Spinelli

Reviewed by Tineke Wulffers

I experienced Spinelli's book as a valuable read not only for psychotherapists, but also for both beginner and experienced coaches. For me, it enriched my understanding of the context in which I already practice my coaching; that being that human beings create and are informed by an internal representation of 'what is' and what makes up the world, which can lead to existential uncertainty and anxiety. To be effective as coaches, it is therefore important that we leave our own worldview outside the coaching session, in order to 'be with' our client in their view of the world.

Spinelli highlights in his introduction that in part one of his book he wishes to distil what he considers to be the key philosophical principles and theoretical assumptions underpinning existential psychotherapy. In part two he provides a structural model for the practice of existential psychotherapy that remains alert to the theoretical grounding from which its practical applications arise.

He says that existential phenomenology proposed that all reflections, analyses and interpretations regarding every aspect of human existence are inter-relationally derived, and shares with the reader the three key underlying principles of existential phenomenology, those being relatedness, existential uncertainty and existential anxiety.

Spinelli devotes a chapter on the concept of 'worldview', and it is here that I started finding gems to apply in my coaching practice. He suggests that there are three sub-structures in a worldview (self-construct, other-construct, and the world-construct). Within these, our worldview expresses the sum of all our beliefs, values, views, attitudes, meanings, assumptions and conclusions, together with their associated behaviours, feelings and emotions with regards to and in relation to our construct of 'self' or 'I', of 'others', and of 'the world'.

For the coach (or therapist) the implication of the concept of worldview is that he or she needs to be as non-judgmental and open as possible to that which the client presents. The coach does so by embracing a mix of curiosity and 'un-knowing'. The coach serves the client by not making any assumptions about the client's worldview, and understands that the client is the content expert. The coach, as the process expert, facilitates the process of exploration into the client's worldview by asking questions that raise self-awareness within the client.

In part two he starts off by introducing his structural model for existential psychotherapy. He takes us beautifully through phase one (co-creating the coaching journey), phase two (exploring the client's inner world) and phase three (bringing the journey to a close) and often uses examples of conversations to illustrate the various concepts within these phases.

In the initial phase, he introduces 'other-focused' listening and the difference between 'being-with' and 'being-for' the client. He continues by sharing how to start the exploration into the client's worldview by introducing the phenomenological method of investigations through bracketing, describing and equalising.

Once the stage has been set, the coach moves on to phase two, allowing for further exploration and challenging of those dispositional stances that underpin and maintain the client's worldview. In this phase the coach listens and challenges the client's narrative, and deepens the exploration into the client's worldview.

In the final phase, Spinelli considers what is required in bringing the therapy (or coaching) journey to an end, where the practitioner encourages the client to create a bridge between the reframing of the worldview that has emerged through exploration within the sessions, and how these novel worldview frames can be taken into and applied in the wider world of the client.

I did not find this an easy read. I needed to put dedicated time aside and coach my emotional states into 'reading Spinelli's work', before reading his often-long sentences where I needed to stop and reflect on what it was that he was attempting to convey. Having said this, even though the book is aimed at psychotherapists, it was a very worthwhile read (and reread) for me as a coach, with many gems that I have been able to consciously integrate into my coaching practice.

As editor of Coaching Matters, I invite you to put forward suggestions and contributions to future publications by emailing nikala@i-coachacademy.com
- Nikala Condon

 i-coachacademy