

Dear Friends



At this time of year many of us have a chance to pause and reflect on the past year. This edition of Coaching Matters has a theme of research with news of the inaugural i-coach academy Research Day in London, the latest trends from a major study by the Corporate Research Forum and news of the First International Coaching Research Forum at Harvard, the EMCC conference in Prague and the Coaching at Work conference in London. We also have an article looking at the evaluation of coaching.

In the UK, the main event of the autumn was the seminar run by coaching guru Mary Beth O'Neill who came to the UK for the first time in many years, and we report on her sessions twice in this edition. We have a reminder of the work and insights of i-coach New York. Looking to the future you will find an article on the Global Coaching Convention (GCC) scheduled for 2010 in Cape Town (see Coaching Matters Issue 7 for a report

on the summit in Dublin 2008). In this edition we report the key results of our survey, and I'd like to thank all of you who contributed, we also include details of our forthcoming events and education programmes in 2009.

Many of us, who have been influenced by existential approaches to coaching, will have been aware of the work of Dr Freddie Strasser, who passed away in the autumn, and we are grateful to Ernesto Spinelli for sharing some words to recognise and celebrate Freddie's life.

Finally I'd like to say a big thank you to all of you who have contributed to what is a thriving i-coach community. In particular, to recognise the work of faculty and Gemma, Jolene, Alison and Barbara in seeking to move i-coach academy forward. I hope that whatever the challenges of 2009 may bring that you have time to spend time with your loved ones in the festive season and look forward to reconnecting with you all in 2009.

Caroline

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News

What's new in coaching and mentoring – the CRF perspective.

The Corporate Research Forum (CRF) brings together subject matter experts and experienced practitioners through research projects, events and publications to share ideas, good practice, objective analysis and recommendations – it has over 100 members from international companies and prominent public sector organisations. In 2001 the CRF undertook a major study into coaching and mentoring; 2008 saw them revisit that research to see what had changed in the coaching industry.

The research revealed six recognisable development trends that have occurred: (1) less 'remedial' coaching and an increased focus on working with talent; (2) greater use of coaching as part of leadership development, either in programmes or as a stand alone; (3) as well as supporting the isolated and often stressed top executive, coaching also supports the demands for leadership focused around teamwork, collaboration and engagement; (4) wider use of feedback mechanisms such as 360s; (5) initiatives to improve managerial skills when working with people; (6) globalisation is driving the need for culturally aware, resilient and knowledgeable senior executives.

The responses to their surveys and interviews also threw up some interesting future trends. There is increased investment in developing internal accredited coaches and coaching skills for leaders. The market remains fragmented and dominated by freelancers, despite some gradual consolidation in the coaching industry, and there will be continued competition for the 'best' coaches. There is more focus on consistency and discipline in how coaches are managed by organisations, with a growth in more rigorous selection procedures; in

part this reflects the continued concern over the quality and standards of those available.

The CRF concludes that the coaching industry should focus on delivering defined value, higher quality, and literature/research that genuinely adds to good practice - all of which fits with the i-coach academy approach and reputation.

First International Coaching Research Forum (ICRF) at Harvard

Thousands of individuals all over the world say working with a coach makes a profound difference in their lives. But what, exactly, happens in a coaching session that produces a result?

On 27 & 28th September 2008, 40 coaching researchers from seven countries gathered in Harvard Faculty Club with the broad objective of giving the coaching profession a major boost forward. Sponsored by The Coaching and Positive Psychology Initiative of Harvard Medical School, McLean Hospital, and The Foundation of Coaching, a project of the Harnisch Foundation, the forum had the objective of developing 100 research initiatives that can answer the most pressing and important questions about coaching (executive and life), its underpinnings, processes and efficacy.

Why convene a group of researchers at this juncture? "The way to professionalism is through solid scientific, evidence-based research," said Ruth Ann Harnisch, founder of The Foundation of Coaching and co-sponsor of the ICRF. "Coaching is a fascinating field with life changing possibilities. But because there are so many different concepts of coaching worldwide, there is no unity in the field, no system of governance. There's no court of last resort for clients, no 'ethics police,' and no agreement on what makes a great coach. These international researchers are the people

who constitute the academic gatekeepers. They hold the key to the research that will advance this emerging field."

Lesedi Makhurane, i-coach academy doctorate student and faculty, attended the forum. The forum began with each attendee offering five research study ideas they felt most critical for advancing the coaching field. Then, the researchers worked collectively to explore and define the best agendas to advance executive and life coaching as an evidence-based discipline. As a participant, Lesedi found both the process of developing the proposals and the content extremely exciting. The café style format of the forum allowed each participant to chose a theme to work on, from Education and Training, to the 'Coaching Process' to 'Coaches Theoretical Underpinnings,' without losing the ability to listen in and contribute to the work of other tables.

The key intention was for these themes to act as a platform to kick-start a coaching research frenzy in the world. In order to facilitate this, all the themes have been structured simply based on the "G.R.O.W." model of coaching and will be made available to the global public through the portal of the Coaching Commons hosted by the Foundation for Coaching at <http://www.coachingresearchforum.org/>. Coordinator of the Commons, Mary Wayne Bush shared that these abstracts are for anyone in coaching – especially those who may want to conduct some research on coaching, such as those in the i-coach academy community. She hopes that coaches, students and researchers will be inspired by these study ideas to learn more about research and/or to be inspired to create a project of their own.

The Coaching and Positive Psychology Initiative, based at Harvard Medical School's McLean Hospital, is dedicated to the vision of developing an academic foundation of coaching psychology. Read more about The Coaching and Positive Psychology Initiative: <http://www.harvardcoaching.org/>

News continued

Inaugural Institute for Work Based Learning network meeting - November 2008



Work Based Learning
at Middlesex University

Over thirty delegates attended the inaugural network meeting of the Institute for Work Based Learning (IWBL) held at the Abbey Business Centre, London in November. Delegates comprised WBL alumni, current students and Employer representatives.

This was the first in a series of events to enable network and relationship building to take place between individuals who have the common link of Work Based Learning via the Institute.

Dr Pauline Armsby, Director of Programmes, welcomed the audience and related that there are now over 500 associated DProf Alumni across the world, a fantastic figure in such a short space of time and many have made huge differences to their profession or organisation through their studies.

Dr Caroline Horner then addressed those present with reflections on her learning and the good experience of completing her Doctorate studies. She also commented that her own research on the experience of developing professional coaching practice had found that 'having a network and relationship with people [such as those present] is key to the journey of evolving professional practice.' She also commented that the WBL process forced the i-coach organisation to challenge itself to make explicit our influences and as a result of our research the product i-coach offers is much more robust.' The WBL process forced the organisation to challenge itself and to acknowledge significant influences.

Work Based Learning's networking opportunities are open to all. For those interested visit <http://www.mdx.ac.uk/wbl/wblnetwork.asp> or call 020 8411 6118.

RIP Dr Freddie Strasser 1924 -2008



It is with a very deep regret and a personal sense of loss that I must inform the i-coach community of the death of Dr Freddie Strasser on 23rd September, 2008.

Freddie trained as an existential psychotherapist and soon began to publish various papers and books in the area. Among these, his most well-known is *Time-Limited Existential Therapy: the wheel of existence* (Wiley, 1997) which he co-authored with his daughter, Alison Strasser. Having had a successful business career before training as a psychotherapist, Freddie always maintained the view that there was a great deal of therapeutic know-how and expertise that would be of great value to related professions. With this in mind, and full of the enthusiasm that was so characteristic of him, he and I

began to discuss what seemed at the time to be the highly improbable possibility of introducing an existentially-focused training approach to mediation. What was initially perceived to be "a grand folly", very quickly became an incredible success with the overwhelming majority of participants (mainly solicitors, barristers and judges) expressing what a life-changing experience the course had been, and continues to be. Something of the "flavour" of the course can be gleaned in the book *Mediation: psychological insight into conflict resolution* (Continuum, 2004), which Freddie co-authored with Paul Randolph. It was through his experience with mediation that Freddie's interests turned more towards those of coaching. Together with various colleagues, he instituted a Foundation course in coaching for counsellors and psychotherapists and was in the process of developing programmes that would combine coaching and mediation. He was also excited by a new writing project focused upon what he termed "life paradoxes" which, he believed, would be of equal interest to therapists, coaches and mediators. Unfortunately, he was taken ill before the project could be completed; however, his daughter, Alison, has expressed her willingness to attempt to bring the work together. Freddie was an exuberant lover of life. I don't know of anyone who was not touched by his presence and openness and warmth. His life was, and remains, an inspiration to those who knew and loved him.

Professor Ernesto Spinelli

Report back from i-coach customer survey

We recently asked you to complete our on-line survey to get to learn more about how i-coach academy, our products, services and customer engagement is perceived as well as to understand more about your views on what we can do differently. Thank you to all who took the time to respond. About half the responses were from those of you who work within organisations: as coaches, leader/managers; learning/development/HR managers or directors or procurers of coaching services and the majority of respondents were working as independent coaches.

We asked you what you thought the key issues facing the field of coaching in the medium term – the next two to three years. Two main themes arose. First, there was a concern that coaching still requires recognition possibly with professional status and an increase in the quality and quantity of accreditation and/or qualifications to help distinguish effective and ethical coaching. Secondly, and not surprisingly in the current economic climate, there was a view that this could be a great opportunity for companies to realise the benefits that coaching can yield but there was also a worry that companies might cut back on their coaching especially at lower levels of management.

At i-coach academy we are keen to focus research efforts and support those who are undertaking research within in the academic community. Among suggestions for further research there was a call for a scientific approach to investigating coaching techniques – evidence-based conclusions about what works and what does not. In addition, there was demand for more case studies demonstrating best practice. If research could demonstrate the benefits of good coaching or the characteristics of a 'good' coach, then it was perceived the profession would be in a stronger position to face the future.

Your answers to our questions about the newsletter were encouraging. About three-quarters of respondents read every issue. You generally preferred a pdf format for the newsletter. You also had a range of suggestions about content: more news about past alumni; more about setting up in business as an independent coach; book reviews; more case histories and more controversy. A few of you thought the newsletter was not helpful. We will, of course take all your comments into account so that we can improve the newsletter to meet your expectations.

We were interested to note the changing trend in the use of supervision and continued professional development. Over half the respondents participated in monthly or

bi-monthly supervision and over 40% were involved in quarterly seminars and workshops. More commonly, professional development activity took place on an ad hoc basis or as need or interest arose. We were pleased to hear that most of you considered i-coach academy supervisors excellent and their supervision to be good value and welcome your ideas for future professional development events.

Mary Beth O'Neill and Nancy Kline were cited more than once as recommended authors. However, let us end on a controversial comment about the literature of coaching from a single respondent: "Basic introduction ... The Tao of Coaching...following on from that ... Jenny Rogers' Coaching Skills. The problem is that there is a lot of crap that entry level coaches can read, very little intermediate stuff, and then you jump to people like de Haan, Kilburg, Berger or Strober."

We continue to strive to offer services valuable to our community, please do share with us your ideas and feedback as we welcome this. Please email caroline@i-coachacademy.com with your thoughts.

News from i-coach New York

Bob Lee

i-coach New York, for those of you who don't know about us, is a group of five senior coaches who have come together to provide training programs for people who want to join our profession. The faculty includes Mike Frisch, Karen Metzger, Judy Rosemarin, Jeremy Robinson and myself; Barbara Christian is the Program Coordinator.

We teach a course in the fall term in New School University's Master's degree program in Organization Change Management. In the spring term we offer the Professional Coaching Program (PCP) through Baruch College, part of the City University of New York which is America's largest business school, with over 15,000 students. We've been teaching at New School University since 2002, while the PCP started in 2004. To date we have over 150 alumni from these programs.

PCP is a three-month, very intensive course which uses a wide variety of learning methods. Each of the 15 or so participants has a real coaching case, and engages in weekly supervision sessions with one of the faculty. The course provides a Certificate upon completion, as well as 62 hours toward ICF's certification.

i-coach New York also runs in-house programs for organizations that want to prepare staff to be internal coaches.

Two of our faculty have recently written papers for a new Monograph Series. Mike Frisch wrote one on "Use of Self in Executive Coaching", and I wrote one on "Learning to Coach Leaders". These are available from our website www.icoachnewyork.com.

In the planning stages are two tentative but very exciting projects: a book based on our PCP program, and a possible 'franchise' of PCP to be offered in the San Francisco area.

GCC Cape Town 2010

A personal view from a garden under Table Mountain by Paul Mooney (Organiser of 2008 GCC Summit in Dublin).



I have come to South Africa to help organise the next meeting of the Global Convention on Coaching (GCC) scheduled to be held in Cape Town in February 2010. In the past week, with John Paisley the principal leader of the next chapter of the GCC and other colleagues, I have met over 150 South African coaches in a week of dialogue of what is possible to bring change to their experience of the world. For me, the GCC Coaching and Society strand has become a global experiment in the redistribution of social capital through coaching.

I fear that if coaching becomes a profession like other professions, we will lose this humanity and authenticity. We will be locked in by the rules, ethics, standards, and boxed in thinking and boundaries. I fear to be part of an industry that creates a revenue stream for itself first and then wonders how it will use its power to sustain the profession that was created. I believe that is what some members of the GCC community are moving towards – creating an effortless stream of work that benefits a wider community at the same time as building solid structures for a sustainable industry. That means that we should be professional with education, standards, competencies, ethical guidelines, and redress are all crucial. In the emerging world of coaching, we are young enough to need these frameworks, but I hope we are wise enough to know that they cannot lock us in and separate us from the vocation that we all feel compelled to practice and preach.

The planning and preparation for GCC 2010 is not a piece of event management. It is a clarion call to South African coaches to come together and express their abundance so that the rest of the coaching world can learn. The planning for GCC in Cape Town in February 2010 has suggested that South Africa can be a living laboratory which can change the world of the coach and the groups that are coached. If these South African based coaches and the people that they coach can be supported and challenged by the GCC community no matter where they are in the world, our convention in Cape Town in 2010 will be a meeting of a community, a celebration of the work we have done together and a signpost to the emergence of a new world order where coaches take centre stage in the world of coaching. It will be a beacon for all people to see that those in the GCC are doing all that we can to make this the best of all worlds; creating the most possible good at the cost of the least bad; the very essence of optimism.

African culture will be a key part of the GCC 2010, using such philosophies and practices as Ubuntu, Indala, Imbizo and Lekgotla and creating opportunities to use music, and dance, to shape a seminal event in the history of coaching. The hopes are that 1,000 coaches from around the world will become involved in the Learning Laboratory concept and they will descend on South Africa for a series of dialogues, meetings, experiences, and sharing in February 2010 in Cape Town. Currently meetings of coaches from all parts of South Africa are underway to create a team who will undertake

this living laboratory. The aspiration to assemble a team of dedicated people who want to be part of what GCC is creating – an organism dedicated to the growth of the community who are part of it as it serves the needs of the coaching world. If you would like to be involved contact John Paisley through the Global Coaching Convention at www.gccweb.ning.com.

STOP PRESS

For the past months, Paul Mooney has been experimenting with a social networking technology to act as a virtual space for the GCC.

Paul invited eleven people to the test, and already, through word of mouth, over 210 coaches from all over the world have registered on the site. The technology allows for group discussions, forums, blogs, chat, video, pictures and notes and it is a great space to re-connect with GCC in a virtual fashion. Several groups have already set up and discussions are beginning to deepen and widen.

We are delighted that the virtual space discussed at the Dublin Convention has become a reality and it is a great way to stay in touch with friends as well as make new ones. Please visit the sight and if you like what you see, please register at <http://gccweb.ning.com>.

Feature Focus

Leading with Backbone and Heart

With the world's financial system and leaders facing enormous challenges, not just with running a business, but also with leading and motivating employees, it was timely that Mary Beth O'Neill, US guru and executive coach, arrived in London in September to offer a course for leaders facing major organisational challenges. O'Neill is well known within coaching for her book *Executive Coaching with Backbone and Heart* now updated with a second edition (2007).

O'Neill's style involves always keeping three dynamics in play and working together: the executive's personal development as a leader; the systemic patterns in play which improve or detract from effective teamwork and leadership; the results the leader and the team need to achieve for the organisation. Need is a key word for O'Neill. She believes that everyone has a list of resolutions they need to address – whether it is a need to be more open to input, a need to be more decisive, a need to give better presentations. Before arriving in London, Caroline Horner and O'Neill identified a volunteer, Phil Morley the CEO of Mid Cheshire Hospitals NHS Foundation Trust, to take part in a live coaching session at the workshop.

Preliminary coaching sessions took place over the telephone prior to the live coaching so that a profile could be designed and Phil's needs identified. Coaching Matters asked him why he agreed to take part in the live session, what he hoped to get out of it, whether his needs were met and how the coaching session is benefiting him today.



Phil Morley

Like many chief executives, Phil Morley never asked for help from his executive team. "How would I sum up my live coaching session? It was 'spooky' and I felt vulnerable throughout! I thought the session would focus on Mary Beth and her coaching style but it turned into a free for all coaching session as attendees joined in on my coaching time and discussed me and my

leadership issues freely. Some of that was very helpful. My interaction with my executive team was under the microscope – why I didn't ask them for help, why they need help and I don't think I do, why I don't pay enough attention to their feelings and what prevents me from being in touch with my feelings and theirs. Being needy is not in a CEO's vocabulary and it certainly wasn't in mine – the job of a CEO in my opinion is that it's a thinking job not a feeling job; I'm just coming to the end of my first year in the role of CEO and I have a £140m budget to manage and savings of £17m to find. Feelings don't come into it.

"However, since September I can now clearly see that the coaching session has worked for me. Today, I am much more explicit with my team, I have more 1:1 meetings with them and I now ask them for help. I communicate better with them than I have done before and whilst it may seem obvious, I have never linked results with team behaviour before now. Mary Beth's coaching model is aimed at businesses who want to see better and improved results. She clearly believes that business results are achieved by team behaviour and delivery. What was missing for me was that there was nothing about values and behaviour only what the business needs are.

"However, Mary Beth was sensitive, empathetic and highly adept – like a surgeon carrying out delicate keyhole surgery, she was a skilled artisan who reached my core and has made me a better CEO and a better team leader."

Observing in the audience was Francesca Talevi, an organisational, team and leadership development manager at Atlas UK. She commented: "Mary Beth skillfully worked with the live client Phil to demonstrate and bring to life her models. She set a constructive and participatory tone very soon and was brave to involve the participants in the coaching application after each live demo. I felt that there was great value in having a live client present and appreciated the attention and care that was brought to the handling of Phil and really appreciated Phil's openness and courage. I felt it was really a worthwhile event and the experience has encouraged me to consider my practice, my model and my understanding of systems!"

Another participant from the civil service said: "The seminar offered a fantastic opportunity to learn new perspectives on the applications of systems thinking to coaching from one of the best known authors and practitioners in the industry. It was a fascinating experience in part because of the use of a live case study during the two days to bring alive the theory that underpins Mary Beth O'Neill's practice. The lessons have enabled me to deepen my appreciation of how coaching can be effectively applied within systems."

Mary Beth O'Neill is passionate about her live coaching sessions and is pleased that Phil came away from the workshop with some new

tools that he is applying in his role at work. She said: "In order for a live demo to work, the client has to have a strong enough sense of themselves to withstand being watched while they open themselves up to learn. They learn live, right in front of everyone. That is no small thing. It is hard enough for people to open themselves to learning when they are having a private conversation about it with one other person.

"Phil did not display a need to protect or defend his image in front of others. This is absolutely critical for live demo work. If a client shuts down learning and takes a defensive position in the workshop, it can increase everyone's anxiety in the room and distract the participants from their own learning.

"Phil not only had this resilience to learn in front of others, but he also has access to his thoughts and feelings and can articulate them as he has them. This ability to be so transparent about one's process while it happens is like getting an MRI into the person's inner processes, which is a real gift to those who witness this kind of work.

"Another strength that Phil showed in the session was his capacity to withstand the sheer volume and variety of responses from the participants to the demo. It takes a lot of energy to be a live demo client and Phil was able to take their comments in his stride.

"I hope the participants went away with three things: a willingness to experiment with the tools I shared in the seminar; a greater appreciation for the inner processes of their clients, based on having the rare experience of Phil sharing with them his inner responses to his situation and to the demo coaching; and an appreciation for the variety of coaching philosophies and approaches which were resident in them as a group."



Evaluating coaching interventions

Caroline Horner

In today's business world with quarterly reporting of accounts, and the relentless scrutiny of investors, from around the world 24 hours a day, the pressure to perform is constant. The credit crunch which started in 2007 has brought further pressure on companies to justify costs. Coaching is perceived as an expensive intervention for learning and development and as it has increasingly become an accepted practice in the modern workplace, more questions are starting to be asked about its efficacy. For many managers and executives, often schooled through MBA's there is almost a natural inclination to measure training and development interventions in terms of the Return on Investment (ROI) which is not surprising given that it is a well-established business tool with which the very executives who are being coached are familiar. (Phillips 2005)

Yet while the procurers of coaching are all the time asking for evidence of the value of coaching, the ability of the coaching industry to provide the answers is still lagging behind. In part this is because the research base for coaching is still developing and thorough research data is still surprisingly hard to find. Horner (2002) summarises the situation succinctly: "There was surprisingly little empirical research on the efficacy of executive coaching in the practice of management and leadership. This is particularly so for the practice of coaching by external coaches, although this lack of empirical foundation has not inhibited practitioners or authors from advocating their approaches or publishing their views." The coaching profession itself appreciates that if it is to avoid being perceived as simply a fad, it needs to demonstrate that it can deliver real benefits. (Jarvis 2004)

The evidence that coaching is effective is growing. A report in the January 2001 issue of Fortune Magazine claiming a ROI for coaching at the top levels of the organisation to be at least 600% made a big impact on the business world. Perhaps the most cited report on the value of coaching was that in the 2001 Manchester Review which claimed an ROI of 5.6. More recently the Chartered Institute of Personnel Development in the UK (CIPD) has published "The Case for Coaching – Making Evidence-based decisions on coaching" (Jarvis et al 2006) which was based on an analysis of information provided by 30 organisations from across the public, private and not-for profit sectors. The research showed a firm belief that coaching works, but while impact was measurable at the individual level, many organisations are still struggling to gauge the actual impact at the organisational level.

And despite the growing research on the impact of coaching, ROI remains difficult to establish for two separate but related reasons. First traditional learning and development processes are usually not systematically evaluated by most organisations. To undertake ROI requires training in evaluation techniques and the process itself can be time consuming and labour intensive. Despite the apparent statistical element of the method, there remains a subjective element of the process, in terms of which data is collected and how it is weighted. (Carter 2006) Measuring coaching is further complicated by the nature of coaching itself. The nature of coaching, as a one-to-one interaction between the coach and coachee means that the organisation can not evaluate the process itself, only the outcomes. However, proving a causal link between the coaching and organisational impact is challenging, even though the, albeit subjective, but substantial evidence that coachee's value the coaching intervention and perceive a benefit from it (Shirk, 2005; Fillery-Travis, 2006). For organisations and senior management the attraction of ROI is clear: it appears to provide the certainty of a numerical value with which to gauge the impact of coaching, despite the fact that the data collected is subjective. Further the ROI only gauges the impact of the coaching at that moment in time and ignores potential long term financial benefits such as staff who are coached deciding to stay with the business.

While establishing ROI for coaching is challenging, it is of course possible to capture qualitative data in order to evaluate coaching. For an evaluation to be effective, it should be looked at early in the process and the question asked as to why you are doing the evaluation, which will then inform how you will do the evaluation (Jarvis 2006; Kearns 2006). There are a number of approaches that can be used, including: participant feedback; employee surveys; 360 feedback; business performance; feedback from coaches; retention rates; appraisal systems; exit interviews (CIPD 2004).

Evaluation of coaching shows a wide variety of benefits accrue from coaching, and while the percentages of those who respond vary; common benefits include: learning new skills and improving existing ones; understanding other perspectives; developing a better work life balance; increased confidence; seeing the bigger picture; achieving goals; better atmosphere at work; changing approaches to work situations; increased business performance. (Clearcoaching 2007; Leedham 2005; Kearns, 2006)

Coaching interventions alone provide a range of benefits, but there is also evidence that when combined with other more traditional learning and development interventions, it can increase the impact of those courses as well. A study by Olivero (1997) showed that while training interventions with manager increased manager productivity by 22%, adding a one-to-one (eight-week) coaching intervention after the training pushed productivity to 88%.

Much of the research on evaluation and ROI seeking to demonstrate the positive impact on coaching is undertaken, understandably by coaching providers themselves or professional coaching organisations (see for example: O'Neill 2005 or Johnston 2004) However, as research in coaching increases, particularly with the growing number of professional doctorates, the understanding of the benefits of coaching based on rigorous methodological research is also increasing. One of the clearest examples of how coaching has benefited an organisation is provided by research in the British Broadcasting Corporation (BBC). The study involving a questionnaire of 515 people followed by one-to-one interviews of 10% of these people looked at the organisational impact of coaching as part of a radical change

programme designed to make the BBC the most creative organisation in the world. The coaching offer aimed "to support leaders to discover and develop a positive, individual approach and focus on the leadership practice in context. Coaching was positioned to support leaders to work on their self as a leader as well as who they were in relation to others and the wider system within the context and challenges of the BBC." (Aquilina 2008)

The key findings of this research were:

- 36% reported that their experience of coaching helped them to lead better in uncertainty.
- 45% of leaders reported that coaching had been largely successful in helping them to manage individual performance
- 51% reported that coaching had been largely or completely successful in helping them to develop strategies for the future
- 87% of leaders endorsed the contribution of coaching.
- 91% said that they would work with a coach again on issues about their leadership style, confidence in a leadership role and managing poor performance.

(Aquilina 2008)

As Aquilina (2008) summarised the implications of the research, the coaching enabled the leaders to deconstruct how they thought about leadership, construct, new and improved way of leaders, including self-led learning, which led to the "leverage of sustained change."

Providing evaluation of any learning and development intervention that is independent of context, will always be challenging given the number of variables that may affect performance in modern complex organisations. While there will always be an attraction to ROI approaches, due to the apparent certainty of quantitative measures, as Sherman and Freas (2004) argued in the Harvard Business Review: "When you create a culture of coaching, the result may not be directly measurable in dollars. But we have yet to find a company that can't benefit from more candour, less denial, richer communication, conscious development of talent, and disciplined leaders who show compassion for people."

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- Shirk, A (2005) *Organisational Impact of Co-Active Coaching* [Download from: <http://www.coachfederation.org/NR/rdonlyres/D639C5BD-F593-4B5B-B837-ED7EC0E0AF0C/7753/034OrganizationalImpactofCoActiveCoachingShirk2005.doc>]

Programme Dates

If you are interested in learning more or know anyone who may be interested in joining a programme, please visit our website www.i-coachacademy.com or call 0207 317 1882 to learn more.

Open Days (London)

Thursday 8 January 2009
Monday 9 February 2009
Tuesday 10 March 2009

Skills Assessment Days (London)

Wednesday 14 January 2009

Foundation in Coaching Skills (London)

Commencing – 10 February 2009

Certificate in Coaching Practice (London)

Commencing – 19 January 2009

Conversion Module (London)

(Option for entry directly into second year MA)
Commencing – 19 January 2009

Masters in Professional Coaching (London)

Commencing – 5 October 2009

Foundation in Coaching Skills (South Africa)

Commencing – 4 February 2009

Certificate in Coaching Practice (South Africa)

Commencing – 23 February 2009

Masters in Professional Coaching (South Africa)

Commencing – 17 February 2009

Event Dates

Organisational Health: Coaching for Alignment

Facilitator: Prof Mike van Oudtshoorn
Date: 27 January 2009 (9:00am - 1:00pm)

Networking Event Empowering Clients to Rewrite their Story

Facilitator: Angelique du Toit
Date: 27 January 2009 (6.00pm – 8.00pm)

Critical Reflective Writing

Facilitator: Angelique du Toit
Date: 27 January (1.00pm – 5.00pm)

Personal Brand and Reputation Management

Facilitator: Tessa Hood
Date: 28 January 2009 (9.30am – 12.30pm)

Conflict: An Existential Perspective

Facilitator: Prof. Ernesto Spinelli
Date: 16 March 2009 (9:30am - 4:30pm)

Exploring the Interdependency Between the Person, the Role and the Organisation

Facilitator: Halina Brunning
Date: 17 March 2009 (9.30am – 5.30pm)

Gestalt Approach to Coaching

Date: 18 March 2009 (9.30 – 5.00pm)

A Conversation on Coaching Supervision

Facilitator: Dr Alison Strasser
Date: 24th March 2008 (6.00pm – 8.00pm)

The Question of Time in Coaching

Facilitator: Dr Alison Strasser
Date: 25th March 2008 (9.30am – 5.30pm)

Cognitive Behavioural Approach to Coaching

Facilitator: Alison Whybrow
Date: 13th May 2008 (9.30am – 5.00pm)

Mastery - Achieving a High Level of Excellence, Satisfaction and Fulfilment

Facilitator: Professor Mike van Oudtshoorn
Date: 29 May 2009 (3:00pm - 6:00pm)

Summer Conference: Coaching in Organisations

Date: 25th June 2009
Group Supervision - London
Supervisor: Prof. Ernesto Spinelli
Commencing: February 2009

Conferences

EMCC UK 3rd Annual Conference 6-7 April 2009

For more details and to benefit from early-bird booking visit www.emccouncil.org/uk.

Event Reviews

Mary Beth O'Neill Breakfast Seminar

Jonathan Harvey is a Psychologist and Director of Phronesis Delta, a leadership and organisational development company. He attended the breakfast seminar hosted by i-coach academy.

"Coaching is an element of the toolkit I use in my role as a leadership and development consultant so I was keen to join in the breakfast meeting and find out a little bit more about Mary Beth O'Neill and her approach. It is always a challenge to find the right pitch at a breakfast meeting, to strike the right balance and to get everyone involved and interacting. I-coach and Mary Beth did it very well.

"What's more I very much liked what she had to say and how she said it; her approach is wonderfully straightforward and her concepts are very clear which I concur with as a practitioner as often it is the simple things that are harder to achieve. Her approach which focused on *Backbone and Heart* truly did that – I liked the idea that coaching takes and needs courage. She was truly engaging and I left the briefing wanting more and wanting to hear more and she certainly got me thinking about my style. I would very much like to meet her again and hats off to i-coach academy for organising such a successful event."

Personal Construct Psychology Event

A view from Maria Antoniou, Senior Learning and Development Adviser at Simmons & Simmons.

"I am very interested in counselling and the new types of counselling methods so I was keen to attend i-coach academy's PCP event both for my own personal development as well as to learn new techniques I can apply when I'm coaching others. The course provided me with some really good practical tools and the opportunity to make contact with other coaches and exchange and share information. I have tried out the ABC method on both myself and the people I coach and it has proved very effective; it has brought out some good self-awareness thinking. I would give this event 8 out of 10; the facilitator, Nick Reed, was excellent, very engaging with a good sense of humour which helped put the group at ease which in turn helped our learning."

Coaching at Work Annual Conference

Liz Hall, i-coach graduate and editor of *Coaching at Work*

Businesses are still investing in coaching, believing it to be a valuable way to unlock potential and drive a measurable difference during difficult times, but they are looking more closely at measuring added value and return on investment.

This, along with the difference between perceived effectiveness and real results, was the theme of this year's Chartered Institute for Personnel and Development (CIPD) annual Coaching at Work conference.

Dr John McGurk, learning, training and development adviser for the CIPD, said that coaching was "uniquely fitted for turbulent times as the best facilitator of change for people and organisations." He said that the credit crunch and predicted recession will require difficult decisions and tough choices but that coaching allows these difficult issues to be discussed in a "supportive and involving atmosphere which maximises motivation and helps build employee engagement."

KPMG reported a rise in demand for team coaching because of the economic downturn. Speaking at the conference on 25-26 November at London's Hurlingham Club, Clare Allen, senior business coach for Tax & People Services, said that the current economic climate means more employees are interested in focusing on winning battles, which means they need to be "more connected".

Tesco shared how it now has a list of preferred executive coaching suppliers after realising coaching was not being measured nor was it aligned with the business despite having spent nearly £1 million on coaching in one year. Tesco now involves line managers and sets clear objectives at the beginning, half-way through and at the end of the coaching.

Graham Alexander, author of the GROW model, stressed the importance of measuring sustainability rather than just client satisfaction. He bemoaned the number of organisations investing in coaching without linking it to the business agenda. He said coaching needs to achieve "measurable and sustainable improvement in alignment with explicit business needs beyond what the individual thought was possible for themselves," he said.

Meanwhile, the CIPD launched an online tool to help businesses assess where they are with their coaching capability. The tool, *Developing coaching capability: how to design effective coaching systems in organisations* is designed for use alongside the report published earlier this year, *Developing Coaching Capability in Organisations*.

The CIPD also launched a revised version of coaching buyers' guide, *Coaching and Buying Coaching Services*. The original 2004 version drew on the expertise of i-coach academy faculty and students including Prof Mike van Oudtshoorn, Dr Caroline Horner and Sam Humphrey, as well as the views of David Lane, Peter Hawkins, David Clutterbuck, Margaret Chapman and Anji Marychurch.

For the full conference report, subscribe to *Coaching at Work* magazine. www.cipd.co.uk/coachingatwork

The tool is available to download at www.cipd.co.uk/subjects/lrmanddev/_dvchgcgbt1.htm

The guide is available at www.cipd.co.uk/subjects/lrmanddev/coachmntor/coachbuyservs.htm

Next Issue - a changing ethos of shared learning and MBDA and a review of coaching to support the development of Angolan Leaders in BP Angola

EMCC 15th Annual Conference 4- 6 December 2008

The 15th Annual Conference of the European Mentoring and Coaching Council was held this year in Prague, and i-coach was there en masse, with both faculty and students, former and present, attending. This year i-coach academy was delighted to be one of the sponsors of the conference, and our stand saw a steady stream of interest, which had Caroline, Gemma and Jolene flitting busily between the presentations and business discussions.

The conference was the largest European event one ever organized by the EMCC with nearly 250 attendees, covering not only 18 member countries, but in total, participants from 30 nations across the globe. The conference started with Julie Hay handing over the Presidency to Petr Necas

The EMCC conference is notable for the sheer breadth of coverage, with a choice of seven different presentations and workshops on offer during each of the non-plenary periods. A new and popular session this year was a series of 'live' demonstrations, covering techniques, coaching context, and on supervision. The conference also includes coverage of mentoring in various forms, this year included subjects such as talent

management, workplace integration, and mentee learning. Keynote speeches covered the concept of "the good enough coach", the Global Coaching Convention, a case study of coaching at Skoda and; leadership research across six multinational companies which included a look at the impact of coaching on executive development.

i-coach students also made their mark, with Tamsin Slyce and Louise Buckle presenting their research on how coaching can help 21st Century leaders operate effectively in an uncertain world (which attracted a lot of interest and received good reviews!). While Sandra Wilson talked about her work with the NHS in Scotland putting together a governance framework for coaching, which reflects a trend in organisations to undertake more formal coach assessment. Finally visiting faculty member David Megginson, covered one of the demonstration sessions on the subject of coaching with burnout.

Overall the conference offers a unique opportunity to connect with the coaching community from across Europe, at a reasonable cost given the hotel and virtually all meals (plus what seemed to be a mountain of coffee break snacks) were included in the price. The



New EMCC President, Petr Necas thanks past president Julie Hay for her contribution

presentations cover a diverse range of topics including some more unusual topics such as Bushido Mentoring and the learning for coaching from the Performing Arts. If you are interested in the 2009 conference will be in November in Amsterdam, if you can't wait that long, the UK Annual EMCC conference will be at Ashridge in April, check the EMCC website for details www.emccouncil.org

Research

Is this simply the latest buzzword in coaching circles? What's the evidence?

Alison Whybrow

Currently, there is much talk at a global level of the importance of research to underpin the emerging coaching profession. Two developments, the launch of an academic journal focused on coaching research and the recent International Coaching Research Forum at Harvard underline this focus. At a time of great uncertainty and a diverse coaching industry, this focus on research is welcomed.

Here at i-coach academy, the idea that good practice is grounded in research and theory is a cornerstone of our philosophy. The focus of i-coach in developing our students critical thinking capability is not only of great benefit in developing a robust professional practice, but of significant benefit to those who go on to conduct an independent piece of practice based research as part of their programme.

i-coach held their annual research day on the 11th November, providing current and past MA students with an opportunity to present and review their research with peers, faculty, coaching buyers and the coaching community more broadly. At the cutting edge of current issues, Tamsin Slyce and Louise Buckle presented jointly on "how can coaching help leaders operate effectively in an uncertain world". They were able to articulate how uncertainty might be conceptualised so that leaders can understand the uncertainty that they face and principles they may make use of to operate more effectively. Drawing on a range of underpinnings from change management theories, systems theory, existential philosophy as well as the experience of leaders themselves led to a thought provoking and insightful discussion.

Building on the theme of uncertainty, change and return on investment (RoI) are issues that organisations are constantly working with. Looking at these two issues, Jane Campion explored question "What (if any) is the impact of 1:1 coaching on organisational change initiatives". Jane interviewed a range of stakeholders in the field of coaching, and revealed the value of coaching in surfacing the resources clients already possess and developing their thinking. The power of the coach was an unexpected theme that emerged,

"within any one challenging conversation there are probably a 100 directions a coach can take a client". It can be seen that the integrity of the coach working with change agents is core to the impact. Thus, the values of the coach, the attention to contracting, supervision and CPD are important considerations when engaging coaching services and support.

This neatly takes us to the issue of coach selection. With no easily recognised badge of quality that perhaps exists in other professions, the issue of how to select coaches is one that individuals and organisations are grappling with more and more. Paul Ellis, of the MoD, has been particularly interested in understanding the coaching market place and how to select coaches. It is perhaps not surprising that his MA research project explored how government departments select external coaches. Spring boarding from this, Paul has redesigned the selection process he uses. A clear finding is that there is no evidence for a link between the cost of a coach and the quality of a coach. With the public sector spending £1bn per year on coaching services, a quote from Simon Caulkin, Management Editor The Observer, is pertinent "If you're going to use advice from outside then the quality and impact depends on the person receiving that advice". The task ahead is to educate those who are involved in coach selection and the end user of coaching services.

Considering the end user of coaching services, Louise Sheppard presented her research on coaching senior women in the UK. In particular, she looked at the focus of the coaching and what coaches had learned. Those who participated in her research were a diverse range of coaches who had between them, coached over 500 senior women in the last 5 years. Some of the key themes for this population included: managing the job, developing self confidence and managing relationships and influencing, with a potential link between life stage and the issue that was emerging. Interestingly, there were no issues that were unique to women, however women appeared to receive coaching differently. One of the key factors that appeared to be important was how coaches were "being",

bringing into focus the importance of the quality of the coaching relationship.

Each of these research pieces has an opportunity to make a significant contribution to the development of the coaching profession, not least due to the quality of the research undertaken. Research Methodologies which enable an openness to the findings as they emerge were evident in each of these projects. The challenges to conducting each research piece were shared and the lessons for those embarking on research useful. With a dearth of research focused on coaching and coaching practice, there is a lot of scope for newcomers to the field.

As someone who reviews many articles on coaching and coaching psychology, I would really encourage each of the presenters to find a way to publish their research as it is of a high standard, and of significant interest to the broader coaching community.

To learn more about the research being conducted in our community please see <http://www.i-coachacademy.com/pages/coaching-education/community-research.php>.

STOP PRESS

Louise Buckle and Tamsin Slyce co-presented their research at the annual European Mentoring and Coaching Conference in Prague.

Louise Sheppard has agreed to present her research at the 3rd UK EMCC conference scheduled for the 6-7th April 2009.

Paul Ellis presented his research at the 2nd UK EMCC conference and his short paper on the subject can be downloaded from their website at www.emccouncil.org

Editorial Note

We invite you to put forward suggestions and contributions to future publications by emailing london@i-coachacademy.com