

Dear Friends



As the Christmas lights come on down Oxford Street and the Indian summer we've all been enjoying in the UK gets swept away with November weather, it's amazing to

think that we are already at our tenth issue of *Coaching Matters*. 2009 has been another busy year and since our last newsletter i-coach have delivered a major project for the NHS Institute by designing and delivering their coach selection – a piece of work described as “setting the benchmark” for future coach selection in the industry. While the economy continues to splutter along, CIPD research suggests that the spend on coaching is continuing to hold up well and we hope that 2010 will again see the coaching sector going from strength to strength.

In this issue we have news of the accreditation of our Foundation Programme by the Association of Coaching, and the launch of the second edition of *The Psychology of Executive Coaching* by our faculty Bruce Peltier. We report on research by Katina Cremona into coaching and emotions, while our feature focus looks at group coaching in BT by another i-coach alumnus Kathryn Pritchard. To keep up with articles and research papers we have added our new Recommended Reading page on our website.

As ever we are always keen to hear your news and your contributions are welcome. Do contact us your ideas and comments on *Coaching Matters*. While it is a little early I hope you won't mind me wishing you all the best for the forthcoming festivities and a happy 2010.

Wishing you well,

Caroline

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News

i-coach academy's Foundation Programme gains AC recognition



The Foundation in Coaching Skills programme run by the i-coach academy has been recognised by the Association for Coaching (AC). This endorsement is a welcome acknowledgment that the course meets the AC's criteria and is aligned with its code of ethics and complaints process.

Jolene McCullough, the i-coach academy's Education Manager in the UK, welcomes the news. “The academy is delighted that its Foundation programme has been recognised in this way”, she says. “It is yet another affirmation of i-coach academy's high standards and of the rigour and effectiveness of the valuable courses we offer.”

i-coach academy establishes new benchmark in coach selection

Over a four-month period, i-coach academy worked in partnership with the NHS Institute for Innovation and Improvement (NHS Institute) to establish two coach registers to support senior leaders across the NHS. The process has been acknowledged as setting a new benchmark for coach selection, with the academy's professionalism and thoroughness being particularly commended.

The first register required a pool of 25 coaches to provide one-to-one coaching over four sessions with the aim of supporting newly appointed executive directors, chief executives and chairs in their first year in post.

The brief for the second register was for ten to 15 coaches to work with NHS Boards and senior teams dealing with a wide variety of challenges including governance and team effectiveness. Our work on this broke new ground by formulating the first-ever team coach selection process.

1,154 expressions of interest were registered and 329 completed applications finally received. Of those 242 applications were for the one-to-one register, seventy-nine were short-listed for a criteria based telephone interview, after which a further sift saw 48 invited to a half-day assessment. The Board Coach process was different and saw 24 short-listed from 87 to attend interviews. Ultimately, 30 coaches were short-listed for the two registers: 25 met the agreed criteria and benchmark for one-to-one coaching, ten met the criteria and benchmark for board/team coaching and five met the criteria for both.

A full case-study of the i-coach academy/NHS Institute collaboration detailing the selection processes and key learnings will be published shortly and will appear in the next issue of *Coaching Matters*.

Over the next year i-coach academy and NHS Institute will monitor how the registers are working in practice and the impact that coaching is having within the organisation. The NHS Institute has commissioned Institute for Employment Studies (IES) to design an

evaluation methodology to enable them to review the impact of the delivery of the coach registers on individual coaching clients and organisations. Results from using the methodology will be available at the end of 2010 when we plan a follow-up to this case study.

Coaching classic reissued and updated

Bruce Peltier, a member of i-coach academy's visiting faculty, has recently revised and updated his landmark book *The Psychology of Executive Coaching*.



The new edition includes four new chapters that describe psychopathology likely to be encountered by coaches, evaluate emotional intelligence, summarise adult developmental theory for coaches, and sort out the popular and scientific literature on leadership and leader development. During Bruce's trips to London and South Africa provided useful in conversations with i-coach faculty and students that informed the revised content. We are flattered that Bruce acknowledges the support of Caroline Horner and Mike van Oudtshoorn.

The book has become an invaluable guide for both mental-health practitioners looking to expand their practice into coaching and business professionals interested in improving their own coaching skills.

It is a core text in i-coach academy's programme, and the new edition will cement its position as the preeminent text in the field

The Psychology of Executive Coaching is published in the USA by Routledge Mental Health. If you would like to buy a copy online, the appropriate links can be found on our home page, www.i-coachacademy.com

"This is a rich, comprehensive book for executives as well as their coaches. I strongly recommend this text for any executive interested in understanding and enhancing innovation in a good or bad economy."

William H. Roedy, Chairman and Chief Executive, MTV Networks International

"This new edition provides the conceptual basis for effective coaching and consulting. The first edition became a classic. This one is even better, with four new chapters, plus outcome data from recent research on the effectiveness of coaching methods as perceived by executives and managers. A must-read."

Wilbert (Skeeter) McClure, PhD, Organisational Consultant; Olympic Gold Medallist, Boxing, Rome (1960)

COMPETITION – Share your ideas for networking events, articles for newsletter etc by emailing jolene@i-coachacademy.com and you could win a copy of Bruce's latest edition – just type **COMPETITION** in the email subject header. We will draw a prize winner on the 18th December 2009 and post the book out to you before Christmas.

Summer Party

i-coach academy's Summer Party was held at Inn the Park, the lakeside café in St James's Park, London, on 25 June. Thirty members of the i-coach academy community, including staff, alumni and friends, enjoyed the beautiful location and great weather and helped to make the event a wonderful way of saying thank you to Mike van Oudtshoorn for the great vision and hard work that underpins i-coach academy's success.



Coaching at Work – Change of Owner

Coaching at Work

Coaching at Work, the leading publication of the coaching profession, has a new owner following a

management buy-out by Liz Hall and Stephen Palmer. The magazine and its website (www.coaching-at-work.com) are now owned by Coaching at Work Ltd, formed by Liz, an i-coach alumnus and *Coaching at Work's* founding and current editor, and Stephen, a leading coaching academic and practitioner.

Caroline Horner of i-coach academy said: "This is good news for the future of *Coaching at Work*. Liz's leadership of the magazine since its launch has established it as the nation's leading forum for coaching news, developments and discussion. Her past achievements and her role as a leading voice on coaching matters, combined with Stephen's indispensable expertise, open an exciting new chapter in the magazine's continuing success."

i-coach academy students can enjoy a 10% discount on the cost of subscribing to the print or online editions of *Coaching at Work*. If you would like to subscribe, please contact Coaching at Work Ltd on 0844 322 1274 and say that you are a student with i-coach academy quoting "i-coach2010". Please be aware that members of UK coaching professional bodies may benefit from a 20% discount if subscribing using their professional membership.

Coaching must-read

Liz Hall, editor and now co-owner of *Coaching at Work*, has published a two-part special report on coach training which is required reading for anyone interested in what's happening in the world of coaching at the moment.

Coaching Train to Gain looks at the latest trends in coach education and development. There are plenty of them: the market is expanding rapidly, with Meyler Campbell's 2009 Business of Coaching Survey identifying 311 different coach-training providers, compared with only 47 the year before. And as coaching has taken off, the market has been flooded by new suppliers, while longer-standing providers have added to the programmes they offer.

So *Coaching Train to Gain* suggests what to think about when choosing UK-based

professional coach training or education, looks at the issues that training providers are contending with and outlines the pattern of coaching provision and application in the workplace.

The issues covered include accreditation and standards, self-directed learning, the psychological depth of programmes and the aims and priorities that organisations are using coaching to address. There is a useful list of the major coach-training providers, an assessment of the impact of the economic downturn and a checklist to help with choosing the right programme.

It contains much more besides, giving an indispensable overview of the coaching world. For non-subscribers Part One of *Coaching Train to Gain* is available for purchase now via the *Coaching at Work* website.

GCC in Cape Town

The dates have been confirmed of the Global Coaching Community's major meeting in Cape Town next year. The GCC Rainbow Convention will run from 10–16 October 2010.

As Paul Mooney outlined in issue 8 of *Coaching Matters*, African culture will be a major feature of this gathering; music and dance, as well as such philosophies and practices as Ubuntu, Indala, Imbizo and

Lekgotla, will help shape what promises to be a seminal event in the history of coaching.

The Rainbow Convention will comprise a series of dialogues, meetings and experiences, with about 1,000 delegates attending. A social networking site featuring discussions, forums, blogs, chat, videos and pictures has been created for those who wish to become involved before the event.

You can join at www.gccweb.ning.com.

EMCC UK launches the European Individual Accreditation



Following the pilot study profiled in the last issue of *Coaching Matters*, the European Mentoring and Coaching Council (EMCC) UK unveiled the European Individual Accreditation (EIA) on 29 October. The EIA is part of the EMCC's ongoing efforts to drive up coaching standards and is set to be the most rigorous and thorough individual accreditation standard for coaching and mentoring practitioners. At the same time, a new dedicated website has been launched at www.emccaccreditation.org, offering a one-stop shop to becoming accredited. The new website not only encourages and invites coaches and mentors to apply for the EIA, it also provides an at-a-glance overview of information from the European Quality Award (EQA) which accredits i-coach academy education programmes from Foundation to Master Practitioner.

Mike Hurley, President of EMCC UK, said: "Employers and coach/mentors alike have been waiting for the industry to create a pre-eminent framework to assess the competency of coach/mentors. I am pleased to say that the EMCC has again delivered what the industry needs.

We have had very positive feedback from some of the UK's largest employers and engaged them in the development process of EIA. In addition we have received extremely strong

pre-launch registration from members and non-members alike. EIA looks set to transform the status and professionalism of coach mentoring in the UK."

Recommended Reading showcases full-length articles on the i-coach website

Many fascinating papers and articles written by members of the i-coach academy community are just too long to be included in *Coaching Matters*, so we have created a Recommended Reading page on our website where you can read them online – visit www.i-coachacademy.com/pages/coaching-education/recommended-reading.php.

There are currently seven articles available. Three are by Marti Janse van Rensburg, an executive coach in South Africa who is a great supporter of the i-coach academy community.

- Personality Tests and Managerial Decisions
- Providing and Receiving Feedback in the workplace Part One; Part Two

The other four are by our iCoach New York colleagues - Bob Lee and Michael Frisch

- Evaluating the Effectiveness of Executive Coaching
- Coaching Star Performers
- Learning to Coach Leaders
- Use of Self in Executive Coaching

A Message from New York Michael Frisch

iCoach New York continues to offer its spring certificate course in Professional Coaching at Baruch College (part of the City University of New York) and a fall entry-level coaching course at New School University. We also offer other services in support of coach-development, including supervision and internal coach training.

We recently conducted a survey of the alumni of our courses to align follow-up offerings with their interests. There were specific requests to offer short (1–2 days) courses on selected advanced coaching topics and to host certification sessions aimed at tools and questionnaires frequently used by coaches.

On the publishing front, Bob and Mike had an article published in *Industrial and Organizational Psychology; Perspectives on Science and Practice* (Vol 2, issue 3), in support of applying psychotherapy outcome research to coaching – a controversial idea among industrial and organisational psychologists.

The actual market for executive coaching in NYC has shrunk during the past year given the broad economic downturn and New York's dependence on the financial sector. But we are hopeful that the upturn has started and that coaching budgets will begin to grow again.

Masters in Coaching options in South Africa



As you are aware, this year i-coach academy withdrew from the South African market, where we had been offering the only masters degree programme in Coaching since 2002. The Coaching Centre, many of whose faculty trained with i-coach academy, subsequently established the first masters in Management and Business coaching with offer a path to a Master of Science degree in Coaching with the Da Vinci Institute. As this programme is reaching the completion of its first year, another alternative has been launched.

The University of Stellenbosch Business School (USB) has recently started promoting a new MPhil course in Management Coaching, which begins on 22 February 2010. It has been fully accredited as a Master's degree by the Centre for Higher Education and it, too, has drawn faculty from i-coach academy alumni.

There is good news for i-coach academy students who were disappointed by our withdrawal from South Africa and who are still keen to complete their Masters degree. In 2010 and 2011, USB will recognise the learning already completed by those studying for the MA in Coaching with i-coach academy and Middlesex University. And since USB is thus acknowledging that those students will already have covered part of the new course, their entry requirements will be lower and their fees reduced.

This option is only open to those that have successfully completed the first year of the i-coach academy programme (including the Professional Review Assessment and assignment).

The deadline for applying for the 2010 intake is 30 November 2009.

For more information on gaining recognition for your i-coach academy programme as part of your application to this programme, contact caroline@i-coachacademy.com.

For more information on the programme content and other enquires, please contact Libby Kok on 021 918 4246, or e-mail usbcom@usb.ac.za.

Congratulations

Warm congratulations to all those graduates who completed their programme in 2009:

Masters in Professional Coaching Qualification

- Louise Buckle
- Jane Campion
- Katina Cremona
- Rachel Ellison
- Ailbhe Harrington
- Helen Minty
- Nick Papadopoulos
- Kathryn Pritchard
- Neil Rodgers
- Louise Sheppard

Post Graduate Certificate Qualification

- Nicola Spode
- Katharine Collett

Foundation in Coaching Skills Programme

- Astrid Kirchner
- Sally Andersen Ileri
- Sonny Gadvi
- Matt Demery

We are always delighted to add new pieces to this selection. If you have an article that could be included, please send it to us at london@i-coachacademy.com.

Research

Coaching and emotions

Katina Cremona



How do coaches and coaching school directors engage with emotions with their clients and themselves? What are their views on the main influences on their approach? What does 'working with' or 'engaging with' emotions mean for different coaches?

These are the questions addressed in my i-coach Masters research project. I also asked participants about their perception of the boundary between

coaching and therapy in relation to emotions, and their ideal scenarios in relation to emotions for coaches, the coaching field, and organisations.

Semi-structured interviews were used to explore and understand participants' approaches, motivations, attitudes and meanings. A Grounded Theory approach was used to analyse the data and to develop theories and frameworks to make sense of the participants' perspectives.

Sample

Nine UK-based coaches who identified themselves as executive coaches were interviewed. They were selected because they represented a broad range of coaching approaches.

Key findings

All coaches stressed the importance of emotions and their link to motivation, engagement and behaviour. Their attitudes to emotions did not always correlate to the depth or breadth of work they engaged in with their clients. This seemed to be connected to how comfortable they felt with emotions and their coaching purpose. It perhaps also raises issues of intellectual knowledge and knowledge gained from experience.

Approaches

Coaches used a variety of approaches when working with emotions, most commonly:

- linking emotions to thoughts and/or actions
- acknowledging or playing back emotions
- slowing down and using silence
- noting their own bodily responses and feeling, and often bringing these into the conversation
- asking clients how they feel or commenting on what the client is doing physically
- educating clients about the process of change and learning

The coaches' approaches varied in four main areas:

- how much they worked with historical issues
- how much they actively worked with emotional expression
- how explicit the coach made the learning process
- whether personal issues were discussed

Integral to this was how coaches defined 'coaching' and 'therapy' and the boundary between them.

Influences

All coaches said that life experiences influenced their work with emotions, but it is not possible to define cause and effect between specific life experiences and a coach's approach to emotions. However, coaches who had experienced therapy and/or psychological training seemed to have been more comfortable and familiar with handling emotion.

Issues raised

The results raise two important issues.

First, the importance of placing coaching and therapy in their historical context. Coaching used to have a more remedial emphasis than it currently does. From being a professional embarrassment and a sign of personal problems, coaching now shows that an executive is on a fast track (Kets de Vries, Krotov & Florent-Treacy, 2007). And, as one of the participants pointed out, Gestalt was initially a personal development approach rather than therapy for dysfunctional people. The historical contexts of therapy and coaching are, to some extent, still influencing current views.

Second, how people define therapy and coaching seems to affect how emotions are viewed. Two coaches said that when they discussed emotions during coaching demonstrations, participants protested that the work was therapeutic. What does therapeutic mean? Does it refer to everything emotional? Do some coaches not engage with emotions because they are scared by the thought that they would be doing therapy?

Recommendations

These recommendations have relevance for coaches, coach training, the coaching field and organisations.

The findings suggest that:

- Psychological and emotional topics, such as empathy, body awareness, and relationship skills, should be included in coaching training.
- An evidence-based approach should be used in training to clarify the connection between emotions (emotional intelligence) and engagement, motivation, resilience, leadership, and dealing with uncertainty and change.
- Guidance or training would help coaches articulate their coaching framework and establish a conscious position around how they engage with emotions, and why.
- More open and honest dialogue about emotion-related issues such as mental health issues and levels of comfort around emotions should be encouraged.
- Coaches should beware of the use of 'binary' terms or debates, such as 'therapy or coaching' and 'strong emotions or no emotions'.
- Coaches' comfort with emotions, their experience with their own emotions and their definition of coaching should be acknowledged and discussed.
- Clearer definitions of terms (such as therapy, coaching and 'tap' emotions) should be agreed to minimise confusion. There seems to be an assumption that these terms mean the same thing to everyone; this is not necessarily so.

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Kets de Vries, M.R.R., Korotov, K. & Florent-Treacy, E. (2007). *Coach and Couch: the psychology of making better leaders*. New York: Palgrave Macmillan

A full version of Katina's Masters thesis can be found [here](#).

Feature Focus

Group Coaching at British Telecom – Calling all Leaders

Michele Bayliss

With 108,000 employees operating across 170 countries worldwide, British Telecom (BT) is a truly global institution. And, like any global company with plans for expansion worldwide it needs to understand international markets and how to work with people in different countries if it is to be successful.

So BT sees the need to invest in its people at home in order to seal success further afield, and it has realised the importance of using coaching to help its executives and potential leaders. The coaching is the responsibility of Kathryn Pritchard, Head of Organisational Development at BT. Kathryn's responsibilities include performance management, talent and leadership development, organisational design and engagement. Over the last three years, as part of her own personal development, Kathryn has also been studying for a Masters with i-coach academy.

"I believe that by building the capabilities of executives and potential leaders, an organisation will become more effective", she says. "It's all about optimising the performance of BT's critical talent for everyone's benefit. And, fortunately, Sir Michael Rake, Chairman of BT, gets it – he understands the value and worth of coaching."

BT runs a number of intervention courses to help develop that talent, and Global 2020 is one fast-track programme run by the Tuck School of Business at Dartmouth in New Hampshire, USA. It is designed to give high-potential leaders experience of working and living in emerging markets. Executives are given the opportunity to visit Boston to study business theory and travel to India and China for experience and knowledge-based learning. In between the three experiences, the cohorts work on a live learning project with a coach.

Kathryn worked with six of BT's fast-track executives for nine months. Her role was to facilitate the action learning of the group as well as carry out individual coaching. "The team and individual sessions were great: both had real value and it was the combination of the two that got the real results", says Duncan Gray, Director of Transformation Deployment at BT Openreach.

Kathryn feels privileged to have worked with such motivated, energetic and bright people who trusted her and each other throughout the process. It is this trust, she believes, that will benefit the organisation over

time. "While this group of individuals may find themselves competing for positions within the company, they have learned a lot about themselves and about each other", she says. "That trust will stand them in good stead within BT, for the good of themselves, their people and the company."

Today, five out of the six people Kathryn coached have been promoted – three of them into international jobs. One of them was Angus Flett, Director of Broadband Services at BT Wholesale. "Coaching spotlights a mirror to you", he says. "Kathryn held up a big mirror, shone a big spotlight on me and forced me to look. That's so powerful. What's the point of being coached if you never look, listen and review, no matter how painful?"

Kathryn strongly believes that her coaching contributed to increased confidence, performance, self-awareness and ability, which ultimately helped her coachees to secure new jobs.

"Group coaching gave them a chance to explore leadership in the context of others and try out their style and impact", she says. "This is where trust plays an important part. The more trust that exists in a group coaching situation, the more successful the session and the more the individuals within the group glean. However, the dynamics are more complex and this requires more from the coach and greater maturity and ability to work together from the group."

"The strength lies in the combination of the individual and group work. As the coach, you get the chance to observe group behaviour and discuss it after the event, both individually and in the group. This means you can really start to get under the skin of how leaders behave in real group situations. Since the issues they are dealing with are often played out in similar environments, it's a useful testbed for reflecting on their style and trying new behaviours and approaches."

"The complexity comes with the dynamics the coach needs to handle: you need extremely clear boundaries about confidentiality so that you are not drawn too closely into what's happening in the group. You need six one-to-one relationships plus a sense of what is happening amongst the group members, which requires concentration and insight. And the group must have very high trust in the coach's ethics. To build that trust, the group needs to know that you would not break individual or

group confidentiality under any circumstances. A breach of this confidentiality would undermine the process, so it is essential that all confidences, however small, are maintained 100 per cent."

Samantha Covell, VP for Global Sourcing in BT Procurement, was another of Kathryn's cohort. "The metaphor is 'she represents the kind of transformation you need to turn a world class sprinter into a decathlete", she says. "You take people who are already good, but usually in a narrow way, and turn them into leaders who can harness a number of additional tools and skills they wouldn't have been able to access before the coaching. As with sprinters, people need to be focused, energised and prepared to push themselves."

Kathryn is delighted that her coachees are replicating her coaching style within their day-to-day jobs at BT. "It can only mean better communication and relationships within BT, which in turn will lead to better productivity", she says. And Samantha Covell adds: "Kathryn has helped me think far more deeply about my leadership style. In particular, do I win people's hearts as well as their minds? I am far more aware of the need to do both."

Kathryn stresses the need for anyone considering implementing this model in their organisation to think about selecting leaders who are mature enough to use the opportunity; a balanced and open stance is required from everyone involved. The time commitment is also considerable, for the coach as well as the coachees. She says that if she were to embark on this type of exercise again, she would ensure that all participants shared their learning goals with each other up-front and were contracted to provide feedback on each other's progress along the way.

During the process, Kathryn referred to Five Dysfunctions of a Team by Patrick Lencioni and Leader on the Couch by Kets de Vries. She also drew on her family therapy work to think about the roles in groups.

Since engaging with Kathryn to write this article, Kathryn has completed her research and graduate with her Masters. She has also left BT to join IRIS, a small entrepreneurial advertising and marketing agency, as their People Director. We wish her every success in her new role.

Book Reviews

If you would like to contribute a relevant book review to *Coaching Matters*, just let us know what you would like to write on. If your review is chosen for inclusion, we'll send you a copy of a one of the three books promoted in this issue. Email your ideas to london@i-coachacademy.com.

Team Coaching: Artists at Work by Helena Dolny Penguin SA

Taken from a fuller review by Sue Grant-Marshall of Knowledge Resources

No South African company has ever succeeded simply



because it has brilliant individuals in its ranks; the ability to get people to work together, in constantly changing teams is vital. That's the nub of Helena Dolny's *Team Coaching: Artists at Work*.

Dolny, former MD of the Land Bank and an i-coach academy MA graduate, has edited together the collective wisdom of eight of South Africa's executive coaches, including

Marti Janse van Rensburg and fellow i-coach graduates Maryse Barak, Lloyd Chapman and Khatija Saley. She hopes that the book will encourage other South Africans to contribute to a body of work on coaching as a component of societal and cultural transformation. The book is packed with good sense and wisdom, gained through a lifetime of learning and experience.



Diary of Events

Below are some internal and external ideas for CPD and networking, please let me know of any other ideas for events that you would be interested in attending as either a "taught" input and/or a networking opportunity.

Programmes

i-coach academy still has spaces on our academic programmes. If you are interested in registering for a programme, or know anyone who may be interested, please visit our website www.i-coachacademy.com or call 0207 317 1882 for further details.

Skills Assessment Days

- Tuesday 8 December 2009
- Tuesday 5 January 2010

Foundation in Coaching Skills Programme

Start dates in January and March

*** Special Promotion fee of £995 + 15% VAT for these two programmes (conditions apply)

Certificate in Coaching Practice Programme

Starting on the 20 January 2010 (application deadline 11 January 2010)

Mastery in Professional Coaching Programme

Starting October 2010

CPD Seminars

Constructive Coaching - Using Personal Construct Psychology Methods in Your Coaching Practice (Nick Read)

Date: 17 March 2010 (10:00am - 5:30pm)
Location: Central London

Transactional Analysis in Coaching - What Can It Offer You? (Sandra Wilson)

Date: 23 March 2010 (10:00am - 5:30pm)
Location: Central London

Existential Approach to Coaching - Prof Ernesto Spinelli

Date 10 June 2010 (10:00pm - 5:30pm)

Coming soon! To register your interest, email London@i-coachacademy.com and we will send you more information as soon as dates are confirmed.

- Somatic Approach to Coaching - Dr Eunice Aquilina
- Cognitive Behavioural Approach to Coaching - Dr Alison Whybrow
- Systems Psychodynamic Approach to Coaching - Halina Brunning
- Gestalt Approach to Coaching - Dr Alison Whybrow and Julie Allen

Conferences

26 - 28 November 2009

EMMC's 16th Annual Coaching and Mentoring conference - the Netherlands

4 - 5 December 2009

(A Crisis of) Faith in Leadership - Tavistock Centre, London, UK

15 - 16 December 2009

2nd European Coaching Psychology Conference - Royal Holloway, University of London, Egham, UK

11 - 12 March 2010

Association for Coaching "Going Global 2010" - London, UK

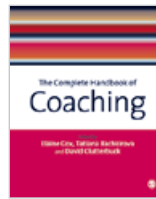
5 - 7 May 2010

EMCC UK 2010 Conference - Central London, UK

The Complete Handbook of Coaching by Elaine Cox, Tatiana Bachkirova, David Clutterbuck

SAGE Publications Ltd
Review by Caroline Horner

The Complete Handbook of Coaching is the first book to explore the differences between the theoretical perspectives of coaching and the links between these perspectives in relation to contexts, genres and media of coaching. As its title suggests, it is a comprehensive guide, exploring a wide range of coaching theories, approaches and settings, and offering strategies for the reader to identify and develop a personal style of coaching. The book is divided into three parts. First it explores the theoretical traditions that underpin the foundation for coaching, such as



cognitive-behavioural, Gestalt and existential. Part Two covers applied contexts, formats or types of coaching such as life, executive, peer, team and career coaching. Part Three focuses on professional issues that impact the coach, such as ethics, supervision, continuing professional development, standards and mental-health issues.

Written by leading international authors including our own Ernesto Spinelli, each chapter makes explicit links between theory and practice, while generic questions will facilitate further reflection on the subject. There are also suggestions for reading, and short case studies.

As a single reference work, it sets the standard for its breadth of coverage of the field of coaching. It is easy to understand and read, provides a comprehensive coverage of the key areas in coaching, and is a good introduction to the subject matter.

Events

Future of Learning Conference 19-21 August 2009 Paul Ellis

Seventy people attended a conference on the Future of Learning co-hosted by Ashridge Management College, Cape Town Graduate School of Business Executive Education Unit and Mt Eliza Executive Education (Australia). The sessions broadly covered three themes: the future contexts for learning, future practice, and future learners.

From a coaching perspective the subject wasn't explicitly addressed, but a number of the sessions directly played to related issues, particularly the presentations: the curious paradox of curiosity as a learning enabler, learning to learn and lead in uncertain times and messy situations, learning with narrative. One of the central themes that emerged in the presentations was the use of reflection as a learning technique. As Dr Robert Burke from Mt Eliza stated, "A reflective journal is the most useful business tool you can have."

The next conference will be held in Cape Town in 2010. Some of the presentations are downloadable from www.ashridge.org.uk

Leveraging Uncertainty into Innovation with Human Systems Dynamics Liz Barnes

Glenda Eoyang is a pioneer in the field of human systems dynamics approaches, which provide simple ways of identifying often small and unobvious changes to help your clients thrive in unpredictable, complex environments. Her studies into working with 'non-linear dynamics' have much to offer coaches for understanding human behaviour in social and organisational systems. In September Glenda delivered a three-day workshop for coaches (most of them i-coach alumni) and facilitators in London.

In the workshop Glenda used simple models and creative approaches to identify patterns of complex systems and identify the changes that have the best potential to create new, healthier

patterns. Several participants experimented with their own issues, making the workshop interactive and meaningful in its application.

Glenda expertly draws on the work of others like Stacey, to enable this process to work with any scenario. Since the workshop, I have found this approach powerfully simple to use. Glenda will be training a group of European associates in the Autumn. If you would like to find out more, contact me at liz@i-coachacademy.com

For more information and resources on Glenda's work, please visit her website, www.chaos-limited.com

Schein book launch

Edgar Schein launched his new book, **Helping: Understanding effective dynamics in one-to-one, group, and organizational relationships, in the UK at an event hosted by NTL and Mee Yan Cheung Judge, Quality and Equality.**

The event, held in London on 17 November, included an interactive lecture called "Why the leader of the future must be a humble enquire". Afterwards, Professor Schein was interviewed by Robert Marshak, author of *Covert Processes at Work*, before an audience discussion. A full review of this exciting event, which was attended by many in the i-coach community, will appear in the next issue of *Coaching Matters*.

In the interim you may wish to read Mee Yan's blog reviewing the session at www.quality-equality.com.

Social Presencing Theatre

In September/October 2009; Eunice Aquilina co-ordinated a group of 18 coaches and consultants in London to work with Arawana Hayashi and experience Social Presencing Theatre. The workshop was well received. For those interested in learning more about the work of the Social Presencing Theatre or Arawana Hayashi, you can read about it at www.presencing.com/projects/sp_theater.shtml or <http://www.arawanahayashi.com/>

Eunice will be delivering a Continued Professional Development Workshop on the Somatic Approach to Coaching early in 2010, drawing on ideas from Arawana's work amongst others. To register your interest, email London@i-coachacademy.com and we will send you more information as soon as dates are confirmed.