

Dear Friends



Welcome to the first issue of 2006. The year is well underway and I am confident that it is going to be another exciting year for coaching and for our community. One

issue that keeps popping to the top of the agenda is standards and accreditation and I am pleased to hear that, under the guidance of David Lane, the EMCC has launched a Quality Award for coaching and mentoring programmes. This is an important move that aims to support buyers of coaching by providing a benchmark and greater confidence in the coaches and coaching services they are buying and I welcome its introduction.

i-coach academy is in the process of putting our programmes forward for this award, which we see as a valuable addition to the academic

accreditation awarded to our programmes by Middlesex University. Some of our colleagues in South Africa are also preparing to launch COMENSA in March. It is the first professional body for coaching and mentoring to be set up in South Africa and we applaud their hard work in this important initiative. I am sure that it will have a long lasting influence on coaching in South Africa and encourage others to become involved in this and other initiatives that will help to develop the credibility and awareness of coaching and mentoring as a profession.

In this issue, you will hear how Sir George Monoux College is benefiting from coaching as well as find out what some of the delegates who attended Meg Wheatley's seminars at the end of 2005 learned from her. Others will share their experiences of taking part in the EMCC and ICF conferences so we can keep up to speed with current trends in the field and we will share forthcoming events that may be of interest. Our feature focus will look at what BAA got out of a team coaching intervention conducted by i-coach

masters student Helen Dunlop. I would also like to congratulate the 25 masters students and 12 certificate students who graduated in Cape Town in February - the pictures clearly show just how proud they are and we are very proud of them too. I would also like to congratulate those UK graduates whose awards were confirmed by a Middlesex assessment board in February and look forward to celebrating with you in the Summer.

I hope you enjoy issue 2 and please keep your comments coming in. Remember, it's your community newsletter and we are keen to hear your views. We also welcome your contributions and encourage you to share reviews on resources you've discovered that may be useful to others in the community.

Best wishes

Wheatley Wows Audiences

At the end of 2005 Meg Wheatley visited London to co-host two seminars. She shared the stage with Myron Rogers in a change masterclass to explore organisational change strategies with delegates and share with them a range of theory, applications and disciplines that the two authorities have developed over thirty years of practice. The event, "Changing Intelligently" was the first of its kind to be held in the UK. Liz Barnes, development facilitator and coach at Cranfield University & i-coach graduate, attended the three-day event. She said: "As a scientist wishing to turn professional coach, I was inspired to read Meg Wheatley's book "Leadership and the New Science". I attended the event because I wanted to hear more. I really enjoyed the experience and I came away feeling empowered to challenge leaders and organisations about the interconnectivity of what's going on in the world. As change agents, we can play a role in facilitating connectivity and change. I am now going to use the experience to tailor a one-day workshop for research leaders in my organisation in an effort to share what I learned. I came away thinking that if I 'flutter my wings' and create a small effect in my sphere I hope I can contribute to 'the difference' needed to solve the big issues in the world today."

Meg also hosted a one-day seminar with Mike van Oudtshoorn to tackle sustainability of servant-leadership in the 21st century and explore why good leadership has become more difficult to sustain. In today's working environment, good leaders are constrained, influenced and even coerced into behaviours that they know do not yield beneficial results. Meg explored several culturally rooted beliefs that lead people in authority down the control path and encourage them to clearly see these deep cultural influences in themselves and those they support from adopting a servant-leader role. With Mike van Oudtshoorn, delegates were able to benefit from the expertise of Meg Wheatley's experience and ideas for leading in chaotic times combined with Mike's authoritative knowledge of using coaching to develop the leadership potential of organisations.

The seminar was aimed to help leaders as well as those coaches who support and help them. Giles Welch, director of The Coach Trip and i-coach masters student participated in the event. He said: "I attended the seminar to hear from one of the world's foremost thinkers on leadership and learn with other coaches. The seminar gave me space to think about the reality of today's organisation life and how the increase in complexity, pace and

scrutiny, impacts the role of the leader and the role of the coach. As a coach, it's easy to focus on the client's individual issues without equal consideration of the changing environment they are leading in.

"Meg's approach reminded me of the power of well constructed reflective questions - for me the essence of coaching. On a personal level, my learning from the day was the need to reflect further on the deeper themes that Meg's work draws attention to - What do I care about in my work? What outcomes am I hanging on to that its time to let go of? Who are the people I want to journey with?"

John Hannon, i-coach masters graduate & director of New Projections also attended the one-day seminar. He said: "I attended the event because I had read some articles and a book that Meg Wheatley had written and I was interested in a direct experience with her. From her writings I got the impression that she was someone who thought deeply and originally about her work and had come to two important realisations: the importance of learning from living systems and the need to respect the humanity of every person. There was as much learning for me in how the day was conducted as in the content.

"Meg's input was 'matter of fact' but incisive and blew away some of



the froth that can surround some ideas about organisation development. The uncomfortable truth is that many organisations behave in inhumane ways that cause their workers to become disengaged and then they try to 'manage' the consequences of that by increasing the severity of their controls and the rigour of their 'command and control' leadership. Her response to these challenges was to stay firmly based in her principles and her belief in the human spirit. I came away fortified by the day."

Meg Wheatley is hosting a leadership event for women in Johannesburg on March 24th. Please see the diary column for more details. To find out more about Meg, visit www.margaretwheatley.com

Mike's US tour

In the first issue we mentioned that Prof. Mike van Oudtshoorn was embarking on a visit to the US. Mike started his whistlestop tour of America by visiting the University of Pennsylvania, one of the world's most prestigious universities. There he shared his views on coaching and i-coach's experience of creating professional academic programmes in coaching with the coaching community - academics, thought leaders, coaches and students. The US has a very different perspective on accreditation and supervision and they were receptive to Mike's thoughts as they recognised that i-coach has set high standards in coaching. i-coach and Penn are now talking about how they could work together. Later this year, some of the Penn students will take part in a summer school with i-coach in London, focusing on European Perspectives in Coaching, Organisation Development and Change. i-coach is currently working with the Centre of Organisational Dynamics at Penn and you can find out more by visiting <http://center.grad.upenn.edu/>



From Penn Mike travelled to New York where he joined Bob to fly the i-coach flag and talk to students on the psychology of coaching and to learn about new developments in their region.

In LA, Mike spent time with Will McWhinney, one of the world's leading authorities on systems theory and one of the founders of the Fielding Institute. Will's continued support and challenge to help us refine our learning processes is highly valued. Will has carried out a lot of work in sophisticated learning processes and explored how to improve the learning of doctorate students and we are honoured to have his support.

From LA, Mike retreated to Esalen to explore mastery with George Leonard. i-coach's core focus is about developing professional coaching practice and ensuring mastery in the field of coaching. George Leonard's ideas on mastery offer further perspectives on the requirements to develop mastery and Mike has researched and evolved these ideas to include in the MA programme. The tour was rounded off in San Francisco where we are currently in conversations with colleagues to explore the possibility of setting up an i-coach academy on the west coast with contacts there.

Sir George Monoux College turns to i-coach academy for help

In response to the succession crisis in further education in general as well as the need to prepare its own future leaders, Sir George Monoux College in Walthamstow is working with Middlesex University and i-coach academy to devise a leadership development programme.

Together the parties decided on an action research cycle. Professor Mike van Oudtshoorn provided the College with theoretical input on leadership and change and provided the sponsor and manager of the programme with coaching while Caroline Homer supported the participants through the programme. Caroline also supported two staff in the development of coaching skills, which they then applied in supporting the work-based projects that participants had undertaken.

Three participants took part in the first cycle of the programme and with the knowledge gained they have devised a new improved cycle in which 10 colleagues are participating, still supported by the i-coach academy.

The college has benefited from i-coach academy's input in several ways. Not only does it now have an effective leadership programme adapted to the specific needs of an inner-London sixth form College but it has also developed internal coaching and action learning set facilitation capacity.

When asked what they had gained from the programme, participants said:

- 'an understanding that I need to change my attitudes and behaviours'
- 'that it's good to talk in coaching and action learning sets'
- 'more confidence in their ability to solve problems'
- 'the ability to label aspects of leadership work'
- 'action learning sets as a useful methodology'
- 'an understanding that coaching is a powerful tool'

A look at coaching and its sustainability in the Republic of South Africa (RSA)

Jenny Hoggarth is one of the founders of Coaches and Mentors of South Africa (COMENSA), a body set up to help build and maintain a high standard of coaching professionalism in South Africa amongst its 400 coaching members. Jenny is also an MA student with i-coach academy and her research study explored the perceptions of clients who have completed a coaching intervention and whether they have sustained their results over time. The research was undertaken because Jenny recognised that today, organisations are demanding a high return on their coaching investment and there is very little information available on the sustainability of the results.

The research results indicated an overwhelmingly positive trend regarding the outcomes of coaching and their sustainability over a period of time as regards both business and personal gain. Here, we touch on her findings:

100% of respondents agreed that the coach is the most important factor affecting the sustainability of coaching.

100% of women reported that coaching led to a more positive outlook.

75% of respondents had achieved sustainable, improved relationships at work, 76% had experienced sustained conflict reduction, 70% had achieved sustained improvement in teamwork.

64% believed that their overall productivity was sustained over time.

These factors all affect the workplace, which has an impact on the return on investment (ROI) that companies might expect from their coaching investment.

However, bottom-line profitability is difficult to measure

or perceive both during and after coaching unless the people asked had a tangible effect on the bottom line, eg directors, MD's. People were better able to comment on how the coaching had affected their direct business as opposed to the whole company unless they were responsible for the whole company.

It was discovered that most felt that a six-month intervention was the minimum time required for true impact and respondents suggested that follow-up and yearly life reviews would improve sustainability.

88% of respondents confirmed that they had found coaching to be an enriching experience and would undertake coaching again.

20% felt that coaching should be a continual part of their career development.

News

ICF Research Symposium

A view by Roger Maitland, i-coach masters graduate and director of Lifelab

The Third Annual ICF Conference is reported to have been the largest gathering of coaches in the history of our emerging industry with over 1500 attendees making their way to San Jose, California in November 2005. The aim of the symposium was to provide a forum for research-grounded conversations between and amongst academicians, coach researchers and practitioners.

I came to the symposium to present a paper based on my MA research entitled: Peer Coaching: Enabling Skills Development and Diversity Awareness in South Africa. I challenged the global audience to reflect on how they as leaders in coaching were addressing the key needs of our world.

My research showed how effectively peer relationships could be used for building skills associated with leadership, psycho-social functioning and pragmatic systemic thinking in major South African corporations. The audience reflected their frustration with limited effectiveness of manager as coach programmes, seeing the potential of extending these programmes to focus on strategic peer relationships within organisations. Peer relationships seem to enable deeper levels of communication and learning as they are not as contaminated by adverse effects of authority and power dynamics.

There was immense interest in coaching in South Africa. Allister Sparks' notion of South Africa as microcosm of the world rung true, enabling a very global audience to sense the relevance of our work in South Africa:

"Here is where the First and Third Worlds meet...in the same proportions as the rest of the global village".*

With the ecological, economic, health and social challenges of our time, how can we as coaches take up our leadership role and find ways to increase the accessibility and consequent impact of coaching?

The symposium showed the wide-angle perspective being put forward by many coaching researchers drawing from an extensive range of disciplines and topics, including the effects of Vipassana Meditation on the coaching practitioner and dialogue around key coaching competencies.

A key theme emerging from this and previous Research Symposiums was the usefulness of Evidence Based Practice as a way of building coaching into a profession. Evidence Based Practice offers an effective way in which coaching practitioners can navigate the complexities of day-to-day practice by integrating coaching and other relevant research, with practitioner expertise and an understanding of the uniqueness of each client context.

* Sparks, A. (2003) *Beyond the Miracle: Inside the New South Africa*. Johannesburg: Jonathan Ball Publishers.

12th European Mentoring and Coaching Council Conference

A view by Paul Ellis, i-coach MA student and assistant director for Leadership at the UK Defence Leadership and Management Centre

In December 2005, individuals, many from the UK, but with an increased representation from across Europe attended the 12th Conference of the EMCC held in Zurich. The conference offered a huge variety of presentations on coaching and mentoring; though once again the most interesting conversations were often to be had with other delegates in the breaks, comparing experiences and thoughts on the presentations and current issues.

A few themes that appeared across presentations included: the role of supervision for professional coaches; links between coaching and leadership development; coaching as a leadership skill; the role of accreditation; competencies and selection/assessment for professional coaches; coaching education; diversity in coaching; the use of peer coaches/mentors; and solution focused coaching techniques. These were just my highlights, there seemed to be something for everyone, and the diverse range of presentations made choosing a real challenge at times!

For me a key learning point was how fragmented and varied the approaches being offered are, and whether this will remain unfettered by the restrictions that "professional" status may bring. There was also a considerable amount of subjective comment in many of the presentations as it continues to prove difficult to evaluate the efficacy of the various approaches in coaching.

Overall, the EMCC event is a superb opportunity to get a different cultural perspective

on a vocation that has experienced rapid worldwide growth, but continues to be dominated by English speaking countries. A number of well-received presentations, more than any other body, were presented by colleagues within the i-coach academy community including: David Lane, Caroline Horner, Sam Humphrey, Eunice Aquilina, Shaun Lincoln, and Jacqueline Abbott-Deane.

The conference offers better value than others in this field, and I encourage you to consider attending next year's event to be held in Köln on 1st - 3rd Nov 2006. Besides, where else can you enjoy coffee and a conversation about the role of coaching in organisational development with a Swiss, French, English and Turkish coach?

Graduation in RSA

February 17th was graduation day in South Africa for 25 masters students and 12 certificate students.

Prof. Mike van Oudtshoorn shared the story of creating i-coach academy in South Africa and honoured many who contributed to make it possible. Dr Pauline Armsby and Frik Landman updated the audience on developments and successes at their respective institutions before graduates were honoured with i-coach academy professional awards handed out by Prof. Mike van Oudtshoorn and Middlesex University academic qualifications from Dr Pauline Armsby or University of Stellenbosch certificates by Frik Landman. We were disappointed not everyone could attend the celebration and want to take this opportunity to acknowledge you all and recognise friends and family who have supported you along the way. We are very proud of your achievement. Congratulations!



Diary of events

March 22nd-24th 2006, Johannesburg: Knowledge Resources 5th Annual Coaching and Mentoring Conference - "Unlocking Human Potential"

March 23rd, 9.45-10.45: Whilst more and more organisations see coaching as an essential HR tool, it has also become apparent that coaching can play havoc within a company if it is not clearly aligned with its overall strategy. Such factors are driving businesses to become better informed about the value of coaching. In this seminar, using Standard Bank SA and Unilever as examples, Dr Caroline Horner and Helena Dolny, head of coaching at SBSA will: explore how organisations can use selection to improve the quality of coaching delivered, raise issues around the complexity of choosing the right coach and discuss "selection" and "matching" and how to ensure a good "fit" between client and coach.

March 23rd, 13.45-14.30: i-coach student Barbara Ferreira and i-coach academy faculty member, Thava Govender, will discuss how integration and leveraging diversity/inclusion as a sustainable business strategy to enhance strategy execution has worked for Old Mutual Employee Benefits.

March 24th 2006: Meg Wheatley in Johannesburg - Strengthening our Leadership as Women.

Women members of the i-coach academy community have been invited by the Nedbank Women's Forum to join this exciting event. Meg Wheatley has designed the day as a shared exploration of what women are learning as leaders and how they represent the hope of the future. Working together, those involved in the day will look at what women can learn from their leadership experiences at work and at home. For more details, please email caroline@i-coachacademy.com

March 27th & 30th 2006: Nancy Kline in South Africa

Nancy Kline, international creator of The Thinking Environment process and author of "Time to think" will be delivering a number of seminars in South Africa in March. Nancy's work 'Creating a Thinking Environment' is a powerful tool used extensively by organisations and coaches. These seminars provide a unique opportunity to learn these techniques directly from Nancy and we encourage you to attend. Nancy will be holding the events at The Coaching Centre in Cape Town on 27th March and at Gibbs in Johannesburg on 30th March. For more details or to book contact: info@thecoachingcentre.co.za

Diary of events (continued)

April 4th-6th 2006, CIPD HRD Conference, Olympia, London:

Tuesday 4th April, 13.45-15.00: Putting the Action into Learning.

In this seminar, Shaun Lincoln, i-coach graduate and director, Coaching and Mentoring at the Centre of Excellence in Leadership will join other organisations to demonstrate the application of action learning in leadership development.

Thursday 6th April, 11.15-12.30: Appreciative Inquiry: A Practical Guide to Change.

In this seminar, Eunice Aquilina, i-coach faculty member and organisation change consultant at the BBC will join others to describe a revolutionary change strategy that can inspire and bring about higher performance in an organisation.

April 19th & 20th COMENSA launch.

Initiated and driven by many in the i-coach academy community, COMENSA is the first professional body for coaching and mentoring to be set up in South Africa and the official launch of the organization will take place on April 19th in Johannesburg at Hacklebrook Conference Centre and April 20th in Cape Town at Table Bay Hotel. The Durban launch will follow on the 11th May. This is an important initiative raising the awareness and credibility of coaching in South Africa and we encourage you to get involved. For more details visit <http://www.comensa.org/>

April 21st 2006: Existential Approach to Coaching - Prof. Ernesto Spinelli.

i-coach faculty member Prof. Ernesto Spinelli has designed a one day workshop to share an existential approach to coaching which he has developed by drawing on

his expertise and experience in existential psychotherapy. Those attending the seminar will have a unique opportunity to learn from a leading existential author; understand the central themes of existential analysis, inter-relationship and meaning, anxiety and conflict, choice and responsibility; understand core components of the practice of the existential approach and how they differ from other approaches to coaching and experiment with practical skills to incorporate into your coaching practices.

June 19th-21st 2006: European Perspectives on Organisation Development, Change and Coaching. An event hosted by i-coach academy. In June, a number of students and faculty from the University of Pennsylvania will be in London to participate in a summer school with i-coach academy. Three days of this summer school are open for others to attend and will be full of presentations from a variety of organisations and academics sharing best practice from Europe in the fields of OD, Change and Coaching. A programme will be available early in March.

November 1st-3rd 2006: EMCC, Köln. EMCC is a key event for those involved in coaching and mentoring. The organisers are encouraging anyone interested in taking part in the conference, hosting a workshop or running a panel to complete a proposal form by visiting www.emccouncil.org. Forms should be returned by April 14th 2006.

For further information on i-coach academy events, please contact tracey@i-coachacademy.com

Book Reviews

Presence : Exploring Profound Change in People, Organizations and Society

by Peter Senge, C Otto Scharmer , Joseph Jaworski and Betty Sue Flowers.

2006 Nicholas Brealey ISBN 1-85788-355-1 289 pages £14.99

Can coaches do a 'U' turn and create a new world order?

As far as I can see, there is no reference to the word 'coaching' in this book, neither in the index, nor in the body of the text. And yet, the lessons I took from reading this book seem very relevant to how coaches can make a difference. The sub-title ' Exploring Profound Change in people, organisations and Society' gives a clue, but only if you are aware of what Peter Senge means by profound change, which he defines thus in a previous book: 'Organisational change that combines inner shift in peoples' values, aspirations and behaviours with outer shifts in processes, strategies, practices and systems' (Senge et al 1999 p15).* No such definition appears in this book although the themes that emerge from it suggests that both the inner and outer process are intimately connected

I would describe this book as 'enigmatic': it is full of clues, possibilities, anecdotes and above all conversations, the conversations between the four protagonists: Peter Senge, Otto Scharmer, Joseph Jaworski and Betty Flowers, each a 'thought leader' in their own fields. All of them work to provoke ideas and stimulate conversation.

Right from the start, there is an assumption that the reader already knows about a model at the heart of this book, the 'U' model. If you don't, I suggest you start by reading page 219 where the U model is displayed. In a nutshell the 'U' provides a framework for three processes to take place that are the subjects of the first three parts of the Book, 'Learning to See', 'Into the Silence' and 'Becoming a Force of Nature'.

In part 4, 'Meeting your Future', all the conversations come together in 'the model'.

After accompanying our four authors on their combined intellectual journeys what lessons might there be for coaches? Well, for me, it has illuminated a dilemma I am wrestling with at the moment: When organisations invite coaches in to work with their employees, do they realise the potential changes that could result which could go far beyond changing individual performance? Following the so-called 'U' model, a coach can enable individuals to suspend judgements, let go of past patterns and through the grounding process of 'presence' become attentive to new forces at work for and through them which could also

have implications for anyone they come in contact with not just in an organisation but across global communities

In the words of Francisco Varela (to whom this book is dedicated) who knows what powers could be released if coaches 'turn their attention to the source rather than the object'

Reviewed by Dr Peter Critten, i-coach graduate & principal lecturer, Middlesex University Business School

* Senge P, Kleiner A, Roberts C, Ross R, Roth G, Smith B (1999) *The Dance of Change - The challenge of Sustaining Momentum in Learning Organisations* Nicholas Brealey

Healing without Freud or Prozac

Author: Dr David Servan-Schreiber

May 2006, Rodale International Ltd ISBN 1405077581, 304 pages

Sometimes the best coaching with profound impact is about simple things. This book by Dr Servan-Schreiber, a psychiatrist, is for the coach who wishes to introduce and espouse in clients, meditative and transcendent perspectives through practical experience. The techniques in the book address the coach's dilemma of bridging mere intellectual understanding of these perspectives, by translating them to the practical lived experience of the uninitiated.

Dr Servan-Schreiber takes the reader from his own initial scepticism to strong argument that underwrites the value of what he witnessed in Tibet. The physiological, neuro-psychological and research evidence he provides is easy to understand, and is useful and persuasive to reduce and manage stress and anxiety.

The intentional breathing practice in the first part of the book is palatable for the coaching context, has been proven with executives in organisations, and harmonises the heart and emotional brain. The effect could be likened to that achieved through meditation, 'dharma', Daoism, detachment, transcendence and many others. What's more, these practices are highly beneficial for the coach as well.

This book contains many more gems and techniques that are useful for coaching, with natural approaches such as nutrition to aid conditions of stress, anxiety and depression, backed up by science.

Reviewed by Marianna Meyer, i-coach masters graduate, executive life and development coach, Vision Venture Unlimited

Coaching offers something to build on for BAA

Think of the construction industry and a picture of a strong man in a check-shirt and a hard hat clutching a mug of tea springs to mind. This is the day-to-day reality that people see. And whilst the check-shirts and hard hats may never disappear, the overall appearance of the construction industry is changing for the better as an increasing number of companies are seeing the benefits of investing in skills, innovation and training to deliver a better service to their clients.

One of the things about a construction project is that often the firms involved are coming together for the first time and increasingly, organisations are recognising the importance of creating good working relationships between the multiple suppliers they are working with to achieve the final and optimum result within time, budget, costs and to a high quality, regardless of the company hat worn.

BAA is one such organisation and over a four month period, Helen Dunlop, organisational design and development consultant at BAA and a masters graduate from i-coach academy, has been working alongside a team of workers responsible for the build of Heathrow's Terminal 5 (T5) on a team coaching programme.

Why Team Coaching?

Integrated teamwork forms part of T5's core business objectives and was considered so critical to the project that it has been incorporated into a contractual agreement with key suppliers.

It meant that T5 needed to explore a range of different options to develop and enhance integrated teamwork if they were to build an airport successfully. Team coaching was one option that T5 explored with 3 existing project teams over a 3-4 month timeframe. The following questions were posed in an effort to develop a comprehensive team strategy:

1. What perceived effects does team coaching have on the individual, the team and the organisation?

2. What happened in the team coaching sessions that contributed towards the effects reported?

The Programme

Each team took part in four two-hour coaching sessions.

In the first session, a coaching contract was drawn up which focussed on exploring the coaching objectives and the team's way of working with each other and the coach. The second and third sessions explored the coaching objectives in more depth using the

Table 1: Summary of the Reported Effects of Team Coaching via Individual Reflection at the Individual, Team and Organisation Level

Level of Analysis	Effects
Individual	<p>Increased level of self awareness</p> <p>"That I try to get my point across by bullying"</p> <p>"I will try harder to see the other side"</p> <p>"We are all making other teams dependant on our guidance"</p>
Team	<p>Recognition of other's perspectives</p> <p>"Realisation of different perspectives to what I thought was straight forward issues"</p> <p>"Some surprising insights into colleagues thoughts"</p> <p>"Gave another view on looking at solutions and issues we need to work on"</p> <p>Team works together</p> <p>"achieved a common understanding"</p> <p>"brought us closer together"</p> <p>More cohesive team</p> <p>Improved consensus</p> <p>Creation of time and the space/forum for open discussion</p> <p>"allow team to work together"</p> <p>"open discussions were had"</p> <p>Space to surface issues</p> <p>"Another way of looking at the daily challenge and resolving them"</p> <p>"opened up divisions"</p> <p>Proactively manage intra-team relationships (team A & C)</p> <p>Realised importance of managing perception of external team</p> <p>"gave insight into possible future supplier / client dialogue"</p> <p>Sense of frustration (team B)</p> <p>"highlights difference rather than commonality"</p> <p>"not all members on board"</p> <p>Lack of time to address issues in depth</p> <p>Frustration of team around lack of goals</p>
Organisation	<p>Inference that team coaching is useful for the organisation</p> <p>"if it's good for us it must be good for the sponsor"</p> <p>Improved sense of teamwork</p> <p>Creates possibility for collaborative environment</p> <p>Positive action</p>

Context Focussed model developed by David Lane (1992): define, explore, formulate, intervene and evaluate. At the end of each coaching session, individuals completed a self-reflection questionnaire that focussed primarily on the research questions and what the team coaches could do differently at the next session to make it more meaningful for the teams. The final coaching session consisted of a team review that reflected on the research questions and whether they had achieved their initial coaching objectives.

The Impact

Effects reported by individuals and teams indicated that team coaching enhanced individual and team self-awareness. For individuals, they thought and did things differently, whilst for teams it enhanced inter and intra team working. The research was

unable to determine the effects at an organisation level although two teams indicated that if the team benefits then the organisation must benefit too.

The Process and Effects

The team, the coach and the team coaching process were the three main factors that contributed towards the reported effects. For the team, by taking responsibility and accountability for their own actions, and for the coach, by enabling the team to develop their own solutions, adapting their style to meet the team's needs, challenging the team's thinking and focussing the team on their goals. The team coaching process allowed the teams to determine their own coaching objectives and reflect on their own insights and those of the coach's into their behaviour whilst working through the coaching model.

Table 2: Reported Effects of Team coaching via a Team Review at the Individual, Teams and Organisation level

Level of Analysis	Effects
Individual	<p>Changes in individuals behaviour both within and outside the immediate team</p> <p>"taken a different approach to office layout than would have previously done"</p> <p>"emailed less - talked more"</p> <p>"I have looked at the relationship with (Supplier) differently. Traditionally we don't trust suppliers. I have been open minded and given them the benefit of the doubt than I previously would have put my foot down...and getting a better response back from them"</p> <p>"I attend more integration meetings with other teams...I go and give other teams more confidence with their own solution to the problems"</p>
Team	<p>Build inter and intra team relationships including external suppliers (team A and C)</p> <p>"brought us closer together as a team"</p> <p>"more open with each other and with other individuals and team we work with (ie XYZ team - means if we have a good relationship with team it means less aggression, less emails and more time to spend on other things)"</p> <p>"better communication with those higher up than us (ie now get Financial Forecast)"</p> <p>Team Self Awareness (team B)</p> <p>"we need as a team decide to what we want to do and then work through it"</p> <p>"we could have got more out of the sessions overall than we did"</p> <p>Individuals in the team need to attend the sessions</p> <p>Limited benefit in terms of time, scalability and others</p> <p>"there is only so much you can do in four 2 hour sessions"</p> <p>"we are only 4 in X000 people on the project"</p> <p>"other teams not wanting to work together with us"</p>
Organisation	<p>Builds integrated team working</p> <p>"drives the team ethic"</p> <p>"the more things we work through the more we realise the importance of working as one big team"</p> <p>"improve communication across the XYZ project"</p> <p>"creating quality time together outside of day to day operational challenges"</p> <p>"it would have been helpful if you (the coach) had worked with other sub project teams to reinforce teamwork for the good of the project, relationship and communication across the project"</p> <p>"Beneficial to use with teams who are made up of multiple suppliers, or within a company that has very different business areas"</p> <p>Difficult to place a tangible benefit on team coaching (team A)</p> <p>"cost versus time"</p>

On average, only 40% of the team coaching objectives were achieved which does not appear commercially viable from an organisation's perspective. This is not surprising given that approximately 70% of the team coaching objectives are behavioural based and would probably take more than three 2 hour coaching sessions to successfully achieve. As one client indicated "we are never going to sort it in a forum like this as it's been an ongoing issue for at least 6 months on the project". This suggests that the teams may have used team coaching to help them figure out how best to address less tangible coaching objectives such as

"build a stronger relationship with (our supplier)" and "build trust and openness within the immediate team" on which it is difficult to put a commercial value.

The Reality

For T5, as team coaching appears to have had a positive effect on integrated teamwork at the individual and team level. Helen Dunlop recommended that the organisation continues to use team coaching as an intervention.

Critical to the success of team coaching at T5 is the need to employ coaches with a

similar philosophy and skills as those used by Dunlop and her co-coach. Furthermore, teams need to be willing to take responsibility for their own learning and actions and understand that the coach does not provide them with the answers to their issue, they do.

In order to get maximum value from team coaching it may be worthwhile for T5 to gain momentum across the project by coaching other teams so there is a critical mass. As one person said "it would have been helpful if you had worked with other sub project teams to reinforce teamwork for the good of the project, relationship and communication across the project". For the organisation this will be a difficult decision - to choose between delivering the project on time and the costs and resources involved to coach teams.

What is clear is that coaching can indeed be usefully applied in the team context and regardless of the definition, appears to have perceived benefits for both individuals and teams at T5 in that it enhances inter and intra teamwork and provokes changes in individuals thinking and behaviour. It could well be an emerging field in its own right and here to stay, bringing the construction industry well and truly into the 21st century.

David Lane (1992). The Impossible Child. Trentham Books: London.

Editorial Note: If you would like to contribute to Coaching Matters, please email your suggestions to michele@michelebaylisspr.fsnet.co.uk. Any stories, research or activities relevant to coaching will be considered for inclusion.

