

Dear Friends,



Welcome to the fifth edition of *Coaching Matters!*

The trend towards the development of internal coaches continues as the demand for coaching at multiple levels of organisations

increases to meet a variety of learning and change interventions. In this edition, we share a case study which explores how the Royal College of Nursing, the largest professional union of nursing staff in the world, has developed an internal cohort of coaches to support a major change initiative. We also review research conducted in a major South African financial institution exploring the use of coaching to support their internal leadership development programme.

In this issue, our diary of events is bursting with seminars and interesting opportunities to network with the community, including a suggestion for an i-coach academy alumni association. Our schedule for supervision/CPD groups has also just been released.

A portfolio of new events is currently being finalised for 2008. There are some topical events planned, presented by experts in their field so please stay tuned to the website! These events will provide those in our community and the wider profession with continued professional development.

It has been many months in between editions of *Coaching Matters*, however with new staff joining the i-coach academy team, our aspiration is to now produce this newsletter as a quarterly publication. We are always keen to hear your news and share practice developments, so if you have ideas please do get in touch with Nikala on email nikala@i-coachacademy.com or phone 020 7224 1774.

Wishing you all well

Dr Caroline Horner
Director i-coach academy

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News

Africa's First Centre for Individualised Learning and Coaching (ACILC) Launched



At the launch of the Africa Centre for Individualised Learning and Coaching are (from left) USB Associate Director: Academic, Prof Wim Gevers, Director of the Centre, Dr Caroline Horner, (from right) Chair of the Centre and Founder of the i-coach academy, Prof Mike van Oudtshoorn, CEO of USB-ED, Erik Landman and Head of Partnership Programmes at USB-ED, Thian Combrinck.

In a joint venture i-coach academy and the University of Stellenbosch Business School (USB) launched the Africa Centre for Individualised Learning and Coaching (ACILC) on 10th May 2007. The objective is to internationally develop advanced coaching and learning practice through research and education, with special attention to models relevant to Africa.

The Centre offers the only internationally accredited Masters Degree in Professional Coaching in South Africa. The qualification is presently accredited through Middlesex University, UK however the Centre aspires to gain local accreditation from the Department of Education in South Africa through USB.

The Centre also offers a professional Doctoral Degree specialising in coaching through Middlesex University, UK or a PhD through the USB. A Certificate in Coaching Practice is also offered.

These academic programmes will allow coaches to develop theoretical knowledge as well as professional, practice-based competence, and will offer clients (individuals and organisations) a benchmark they can rely on.

Members of the central committee of the ACILC include Chair of the Centre and Founder of the i-coach academy, Prof Mike van Oudtshoorn, Director of ACILC and i-coach academy, Dr Caroline Horner, Director of the University of Stellenbosch Business School, Prof Eon Smit and Dean of the Faculty of Economic and Management Sciences at Stellenbosch University, Prof Johann de Villiers.

For more information on ACILC visit www.acilc.usb.ac.za

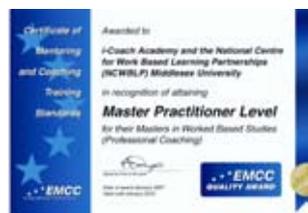
Masters Programme Now EMCC Accredited

i-coach academy, already academically accredited by the Institute of Work Based Learning at Middlesex University, has been awarded professional accreditation by the European Mentoring and Coaching Council (EMCC). i-coach academy and Middlesex University's Masters in Professional Coaching has been awarded the EMCC European Quality Award (EQA) at Master Practitioner Level.

i-coach academy Director, Dr Caroline Horner said EMCC accreditation was an important step in reinforcing the quality of the i-coach academy programme, commenting that i-coach academy now offered its students both professional and academic accreditation at the highest level.

The EMCC standards help to provide the marketplace with a much needed framework.

There are four categories of EMCC accreditation - Foundation, Intermediate, Practitioner and Master. You can learn more about the Quality Award by referring to www.emccouncil.org



DLMC and RCN Staff Graduate with i-coach academy

i-coach academy has run programmes with the Defence Leadership and Management Centre (DLMC) and the Royal College of Nursing (RCN).

This month, three RCN staff graduated from the RCN Internal Coach Programme at a ceremony held at the RCN office in London; eight more will graduate over the coming months. Eighteen DLMC staff completed their Applied Coaching Techniques Programme in March. i-coach academy congratulates participants from both organisations.



RCN General Secretary, Peter Carter presents Helen Willetts (left) and Katharine Collett (right) their RCN Internal Coach Programme certificate.

Update i-coach academy New York

i-coach academy New York congratulates the 15 students who have just completed their Professional Coaching Certificate programme run in conjunction with the Baruch College Zicklin School of Business.

i-coach academy Operations Manager New York, Bob Lee said it was the fifth time New York had run the Professional Coaching Certificate programme, which once again proved very popular and had the maximum number of participants. "This semester, we had one student fly all the way from Colorado every week to attend classes!" Bob said the class had already formed a support group and planned to continue to meet on their own.

The Coaching Theory in Practice Certificate at Milano The New School for Management and Urban Policy also commenced this month.

Global Convention on Coaching – Have Your Say

The Global Convention on Coaching (GCC), which began this July, marks a year long collaborative conversation to discuss the difficult issues facing the coaching profession including establishing common agreed understandings, guidelines and frameworks. As a coach or stakeholder in the coaching industry, your input in these discussions is encouraged.

Working groups have already been formed to view specific issues in light of the different perspectives in the group and to identify the possibilities for collective action. As much as possible throughout this process, working group members will seek to consult with a wider consultation group to understand

the perspectives in the broader coaching community. It is through the participation of wider consultation groups, that the GCC becomes truly representative of the coaching world.

As a wider consulting group member you will be able to follow the dialogue as it appears on the web platform and provide ad hoc feedback along the way. Wider consultation group members will also be asked to provide assistance and formal considered feedback on the draft scenarios and white papers developed by the working groups.

For information on how you might get involved visit www.coachingconvention.org

Applying Coaching Techniques – a Joint Training Programme between MoD and MBDA

Nineteen representatives from MoD and MBDA successfully completed the first two day workshop, of the five day Applying Coaching Techniques (ACT) internal programme delivered by i-coach academy, at Shrivenham, Wiltshire in July 2007.

The ACT programme aims to introduce delegates to coaching as a leadership style and as an approach to both enhance their own and their teams' performance. During the two day

workshop delegates learned about the applicability and uses of coaching skills and techniques and how they could use these skills and techniques with their teams.

The ACT programme was developed in response to the 2006 Defence Industrial Strategy (DIS) which identified the need for closer working relationships between the Defence Industrial Sector and the UK Ministry of Defence.



DCMT's Commandant, Rear Admiral Neil Latham and MBDA's Mark Slater join the 19 representatives from MoD and MBDA on the first day of the Applying Coaching Techniques Programme to give their encouragement to the delegates and to show their support of the course.

Introducing....

More hands !!!!! Norma Saayman and Barbara Ferreria have recently joined the Africa Centre for Individualised Learning and Coaching (ACILC).

Norma has taken on the job of Secretary/ Programme Administrator of the Centre in addition to her other roles at USB and will be the main point of call for queries relating to the Centre.

Norma says, although she is still quite new in this role, she is enjoying the steep learning curve and is keen to support master students and others interested in the Centre with their administrative needs. Norma can be reached on +27 21 918 4238 or email info@acilc.usb.ac.za from Monday to Friday 9:00am – 4:30pm.

Barbara, a recent i-coach academy MA graduate who works at Old Mutual, will be based at the University of Stellenbosch Business School campus in Belville on Friday each week acting as the i-coach academy local representative to support students and answer marketing queries.

Nikala Condon has joined i-coach academy on contract as Marketing Project Manager. Nikala has recently arrived from Australia and has set up home in London for the next two years. She has a background in marketing communications and previously worked for the Queensland Chamber of Commerce. Nikala's role will involve coordinating the newsletter, events, the website and other marketing activities. Nikala says she is looking forward to helping to develop the i-coach academy brand and organising a range of new events. You will probably hear from Nikala over the coming

months as she seeks support for marketing activities and content for our newsletter.



Left: Barbara Ferreria. Centre: Norma Saayman Right: Nikala Condon

i-coach academy Community Opportunities

Commonwealth Club Opportunity

i-coach academy has recently undertaken group membership at the Commonwealth Club to allow members of our community to benefit from the modern meeting facilities provided by the Commonwealth Club's venue in the heart of London, just minutes from Trafalgar square.

Under the group membership arrangement, members of the i-coach academy community can join the Commonwealth Club for a reduced rate of £140pa (the individual membership fee is £260pa).

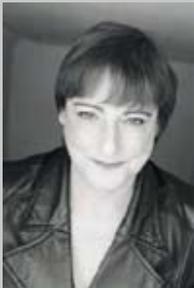
As a member of the Commonwealth Club, you will receive a range of benefits such as significant discounts on meeting and conference facility room hire including small meeting rooms, board rooms, conference rooms and an auditorium.

Other benefits include access to the members lounge, members bar, restaurant, private dining rooms, internet café and 90 other members clubs worldwide. For a complete list of benefits and to view a virtual tour of the Commonwealth Club facilities visit www.rcsint.org/club

To become a member please contact Nikala Condon at i-coach academy on phone 020 7224 1774. To date 14 people have chosen to join through i-coach academy group membership.

Group membership fees are adjusted according to the group size, with the fee reduced to £110 pa for groups of 25 plus. Each year your membership fee will be adjusted to reflect the current group size.

An Alumni Association



My name is Sally Gritten. I have just completed year two of the MA and I am about to embark on my research project. For some of you, this may bring a wry smile and a feeling of "Glad I am past that hurdle!" For others you may be thinking, "Will I get there? Do I want to get there?"

No matter where you are in the i-coach academy journey, we all belong to this community and we can all benefit from ensuring that what we have to share and want to

share will, in fact, be shared. An alumni association is a vehicle to ensure this happens.

Beyond this notion, the alumni association can take many forms and fulfill many roles. Caroline and i-coach academy is supportive of the development of an alumni association which builds the community and is collaborative and supportive of the organisation's aims. The discussion has been to start in the UK and see where we can take it, however there is no reason why someone in South Africa or New York could not step up to represent that region in our conversations.

What I am initially asking for is a small team of people to join me in creating a vision for the i-coach academy alumni association. The team will form the objectives, consider how it will operate, liaise with Caroline and generally get the idea off the ground.

What, you may ask, will an alumni association do for me or indeed, for i-coach academy? In my

mind, the whole of the i-coach academy community is greater than the sum of its parts. By engaging and giving back as alumni we promote the brand of the programme and enhance the value of our degrees. We can create business opportunities for each other and professional development opportunities.

These are only my ideas. The community needs a range of ideas from diverse backgrounds to ensure an alumni association will be a success. To that end, if you would like to join me as part of the steering committee, please email me on alumni@i-coachacademy.com by November 1, 2007. I will respond with a meeting time and place for our first get-together. I look forward to hearing from you soon.

Research Results

Benefits of Coaching in a Leadership Development Programme

Many companies are investing in executive coaching as a means to improve internal leadership and leadership development programmes; but to what success? i-coach academy MA student, Lee-Anne Deale recently undertook a research project to identify the benefits of coaching in developing leadership capabilities and the impact of coaching conversations on learning and self-awareness.

Research introduction

This study was conducted in one of four major banking organisations that provide banking and financial services across four countries in South Africa. It has 38,000 employees, 755 branches and is led by the Executive in Johannesburg.

The organisation has undergone significant changes since 2000 and views leadership and change leader development as a strategic imperative.

Two well established leadership development programmes are run by the organisation:

1. Leadership Development Initiative - a programme focused on young leaders
2. Accelerated Leadership Development Programme - a programme for leaders 36 years and older which focuses on change leadership.

Given the degree and nature of the challenges facing the organisation, it has been identified as critical that leaders become more efficient, more quickly. To facilitate this, formal coaching has been introduced into the Accelerated Leadership Development Programme, with the objective to further accelerate participants' personal growth and learning throughout the programme.

Lee-Anne Deale has been employed as Organisational Development Consultant for six years and undertook this research to:

1. Determine the impact that coaching had on the development of participants' change leadership capacity
2. Determine the benefits the participants gained as a result of the coaching procedure.

Methodology

Grounded theory was used to inform the data collection and analysis techniques in this study.

Theoretical concepts studied helped to underpin the personal coaching framework which influenced the overall thinking. The applied definition of coaching adopted is synonymous with Harri-Augstein and Thomas' definition of adult learning which sees coaching as reflective conversations for the construction and reconstruction of personally significant, relevant and viable meaning through negotiation and exchange. This study accepts that coaching assists individuals to move through the adult learning cycle without getting stuck or overwhelmed.

The field work component of the study examined the 29 participants in the ALD programme and involved:

1. Group observations
2. Participants' reflections
3. Reflective questionnaire on coaching
4. Coaches' reflections

Results of the study

1. To what extent do the coaching sessions facilitate a deeper learning experience for participants on the programme?

The coaching conversations conducted with participants helped them to realise that leadership is about personal development and that this journey requires them to internalise their learning. The majority of participants said that the coaching allowed them to think and behave differently as leaders and people and helped them to see and respond to a bigger, more diverse context.

What participants got out of the programme substantially depended on what they put into it. Coaching facilitated a significant learning experience for those participants who engaged the process with both their hearts and minds. This appeared to be due to their ability to dialogue and reflect which heightened their level of self awareness.

The participants who engaged mainly with their heads but were starting to engage with their hearts did not have the ability to reflect on their own; they needed the coach or facilitator to help them. However, the findings suggested that most participants were engaging the process with their hearts and minds after the second coaching session.

A small number of participants engaged the process with their heads but otherwise resisted the process. These participants tended to have low levels of self awareness and undeveloped reflection skills. The coaching sessions were not effective in deepening these participants learning experience.

2. What are the perceived benefits of coaching in terms of helping develop effective change leaders?

The most common benefit observed was enhanced personal development and personal growth through increased levels of self awareness and reflection.

Following the programme, most participants received feedback that they were now more present when they were with others and that they were perceived as more emotionally sensitive and mature towards others. The feedback suggested that participants were engaging in more dialogue with others rather than just conversations and debate.

On a personal level, most participants found that the coaching influenced the way they took up their role as change leaders. Because they had been exposed to new and different things, they were able to act more appropriately in a diverse context.

3. Would participants benefit from coaching in the future?

An overwhelming majority of participants and coaches suggested that participants would benefit from coaching in the future. However there was a strong preference for having the opportunity to take up coaching when the employee perceived it to be needed (as opposed to having set scheduled sessions).

An important consideration when assessing the need for further coaching was the transfer of coaching skills. Feedbacks from the coaches suggested that some participants were already able to self-coach and coach others with little guidance.

Factors that were identified as a deterrent for wanting additional coaching support included excessive time and work pressures, a 'not open to coaching' attitude, performance anxiety, a need to compete to be the best and prioritisation of short-term achievements over personal development.

A full copy of this research document with references can be found at www.i-coachacademy.com

References

Harri-Augstein, S. & Thomas, L.F. (1991). *Learning Conversations: The Self-Organized Learning Way to Personal and Organisational Growth*. London and New York: Routledge

Feature Focus

RCN Invests in Coaching Culture with i-coach academy



When Julie Carrington joined the Royal College of Nursing (RCN) as Organisational Development Manager in 2006, she discovered that, despite investing in a management development

programme, the RCN did not have a mechanism in place to empower employees to make changes to their professional development. Looking to develop these competencies and create an experiential learning culture within the organisation, Julie turned to coaching and i-coach academy to help achieve the results.

From her previous experience as Management Development Executive and Training and Organisational Development Manager (and Internal Lead Coach) at the BBC, Julie had seen first-hand the benefits that coaching could produce.

Julie commented that "Coaching is a powerful tool and a powerful way of learning. Its biggest impact is in the confidence people gain from the process of coaching and recognising their own abilities. Coaching also provides that validated space to think, which is an important element of leadership and management."

In addition to simply investing in management capabilities, the RCN was in the process of embarking upon a major period of change. "We needed our managers to develop a more agile way of thinking that would allow them to adapt to this change," Julie said. The coaching style of management to be introduced was to align with management competencies and become an expectation for RCN management moving forward.

Who was the target?

With the support of executive management, Julie sought to introduce a coaching style into the management development programme. The first step was to develop an internal coaching programme to train a number of internal management coaches who would then coach participants that attended the next Management Development Programme.

The coaching programme was specifically pitched at senior management (not executive management) who were perceived to be key influences within the organisation and had the capacity to influence culture.

Why i-coach academy?

One of the key benefits that Julie sought from engaging i-coach academy was its positioning among the coaching community. "I felt that the coaching had to be received over a period of time, to allow RCN managers to reflect and practice the new skills that they were acquiring.

"While I looked into a number of other providers, i-coach academy offered the most flexible approach in running an eight day programme over a number of months," Julie said. The EMCC and Middlesex University connections, along with an international presence and a philosophy that didn't focus on a 'one model fits all' approach made i-coach academy the most appealing coaching provider.

The programme developed by i-coach academy

In January 2007, the RCN Internal Coach Programme commenced with 15 senior managers choosing to participate. The programme involved three modules:

- Module 1 – learning theory, coaching skills, performance theory and ethics
- Module 2 – learning review, appreciative inquiry, solutions focus, CBC and limiting beliefs
- Module 3 – learning review, assessment and ethics and contracting.

To reinforce the learning, in between modules, managers were required to complete coaching fieldwork such as self and session evaluation.

The programme was structured around the learning cycle, so a crucial component was the ability to apply learning. Each manager was therefore required to find two clients within the organisation with whom they could coach over five sessions. The subsequent modules would draw on the learning managers gained from coaching sessions and applied theory.

As industry research suggested that coaching is a strong re-enforcement of learning, each manager was also assigned a coach and required to receive four coaching sessions. Finally, to ensure a continuous learning cycle, facilitated CPD days were held to allow managers to share their experiences and reflect on their learning.

"The programme has been very helpful in day to day management."

"It was the most enjoyable and professional course I have been to at RCN in 5 ½ years."

"It was clear and challenging. The challenge for delegates was to be different in our responses and thinking."

How has the RCN found the programme?

The first of the RCN managers have completed the module component of the programme and will graduate in November. Already Julie and her team have received anecdotal feedback that a shift in conversations is happening at the senior management level. Preliminary reviews are also showing that people are working at their own professional development.

The true test of the programme is still to come. Recently the RCN has engaged a staff survey. The results should shed some light on how management is perceived and how this changes over the next few years, in addition to providing information for the overall evaluation of the Management Development Programme and the RCN's coaching approach.

The first Management Development Programme to involve a coaching component will begin in April 2008. This will also reinforce the coaching culture as part of the management style.

How have the first graduates found the programme?

Graduate responses have been positive particularly in terms of the learning outcomes from the modules.

A major issue for some managers was the full-time commitment and this was a key reason for four managers choosing to opt out of the programme

(these managers have suggested that they would be interested in completing the programme at a later date).

Those who are completing the programme have reported a significant difference in the way their clients moved forward and have attributed this to being able to implement what they have learnt through the programme.

Evaluation of i-coach academy

Julie is very satisfied with the way i-coach academy and their Programme Leader, Eunice Aquilina have approached the RCN programme. "What was excellent was i-coach academy's flexibility with how people were responding, as well as their attention to how RCN wished to see coaching sit within the organisation's culture.

"The programme delivered was very responsive to the RCN goals and needs," Julie said.

Looking to the future?

The RCN is committed to developing coaching within their organisation. Julie and her team hope to run a similar Internal Coach Programme in 2008, with the intention of continuing to build the RCN Management Development Programme.

What about other organisations?

Having experienced the success of coaching in two organisations, Julie is confident in the benefits that coaching can offer. The key to success, according to Julie, is the organisation's objectives, where they are and whether they are ready to commit to coaching. An essential success factor is top management support.

"Depending on the nature of the organisation, one may choose to position a coaching programme slightly differently or adopt a particular approach more than others," Julie said. "I have no doubt in the value that can be gained through coaching."

Julie Carrington has recently completed her Post Graduate Certificate in Coaching Practice with i-coach academy. Julie chose to undertake an accelerated pathway which i-coach academy offers to individuals who have completed an i-coach academy in-house internal practitioner programme. The pathway allows participants to build on the learning gained through an in-house programme and gain an academic qualification.

Two participants from the RNC and two participants from the internal BBC programme run by i-coach academy are joining the post graduate certificate in Coaching Practice programme which started 15th October 2007. If you have completed an i-coach academy in house programme and are interested in attaining an academic qualification, please contact i-coach academy on 0207 244 1774.

An Inspiration for i-coach academy

One of the most influential people in the establishment of i-coach academy, Will McWhinney passed away this April. In fitting memory, Coaching Matters pays tribute to Will as an outstanding academic in the field of systems thinking and a personal friend, mentor and inspiration for Professor Mike van Oudtshoorn, Founder of i-coach academy.

Will McWhinney may not be a name with which the i-coach academy community is familiar. Yet if you are a part of our community you will inevitably have been influenced by Will and his outstanding contribution to academia. When planning this tribute, Prof. Mike van Oudtshoorn described the very style of i-coach academy as a reflection of the ideas put forward by Will.

Mike met Will during his time teaching at the Fielding Institute in Santa Barbara. They stayed in contact over the years and Mike was among many who paid tribute to Will at his funeral.

An unbelievable intellect

In Will's own words, he describes his engagement with systems thinking as 'a history of recognising the multiple and complex ecologies of the intellectual forest, and growing up with systems thinking from its seedlings in the 1950s to its emergence into the mature disciple in the new millennia' (Growing into the Canopy, *Journal of Transformative Education* October Issue 2007).

In 1951, Will began his career with AT&T, then the largest private organisation in the world. He took this job hoping it would allow him to work with myth, philosophy and mathematical models of organisational behaviour. During his time with AT&T, Will helped plan the first trans-continental TV network and then later helped to select and program the first electronic computer to be installed for industrial applications.

However, it wasn't long before Will's interests moved beyond the formal organisation model of AT&T. He joined the General Systems Society as a chartered member and began his Doctorate at Carnegie Tech in 1958. At Carnegie Tech, Will worked on chess and later Japanese computer games developing rules, unambiguous responses and eventually allowing players to develop spheres of influence. His work led him to explore multi-agent systems and requisite energy inputs in self-organising systems.

Will then went on to co-found a business school at Leeds University and later was invited by the management faculty at the UCLA to join in an effort to redesign the MBA curriculum and create the first American STS programme.

In the 1960s, Will joined a group of consulting clients from Proctor and Gable and helped develop a practice which the group named Open Systems Planning (OPS). With OPS, Will and his colleagues enabled groups of workers to design their work environment and gain a deep sense of participation in management tasks, thereby creating many of the earliest semiautonomous installations in companies across the US and Europe.

Following the civil rights riots in Los Angeles, Will joined efforts to rebuild housing and the arts community in central Los Angeles and continued working with marginalised groups and not-for-profit organisations.

In 1979, Will was presented with the opportunity to help develop the innovative Doctorate programme in Human and Organisational Systems for mid-career professionals at the Fielding Institute in Santa Barbara. This programme spanned the full range of systems thinking through an education primarily focused on face-to-face mentoring and electronic communication. It was during this time, that Will met Prof. Mike van Oudtshoorn who, after expressing interest in the Fielding Institute Doctor programme, was convinced by Will to join the teaching faculty.

After years of exploring and developing systems thinking, Will wrote his well-renowned book *Paths of Change* which established a new combination of analytic and expressive tools for resolving complex issues in organisations and communities. The sequel, *Creating Paths of Change*, was written to make the tools particularly user friendly for change managers and consultants. Most recently, Will was working on the unfinished work *Grammars of Engagement* which was working towards taking system theory into a new exploration of communications and conflict resolution. (A group of Will's former students and colleagues are busy using and extending his work however at this stage the group is unsure whether they will be capable of finishing his last work.)

At the time of his passing, Will was Chairman of the Board of HealthSpan International, an organisation bringing health care and telemedicine to Tanzania.



Photo of Will McWhinney taken by Jerry Snow.

He was Founding Editor of the *Journal of Transformative Education*, past vice-president of International Synergy and headed his own consulting organisation, Enthusion.

Will and i-coach academy

It was Will's philosophies and encouragement that gave Prof. Mike van Oudtshoorn the inspiration to establish i-coach academy. In particular, Mike attributes Will's 'AS IF' concept as setting the pathway for the establishment of i-coach academy. The concept suggests that if you want to bring about change, you should behave as if the change has already happened. The reason being, if people perceive that the change has already happened, they are more likely to believe in its success and provide the necessary support.

Sadly, despite playing such a prominent role in the establishment of i-coach academy, Will never got to meet the i-coach academy communities in person or see the impact of his influence.

At his funeral Will's good friend and one of Mike's past students, Jim Webber said "Will gave to us his last breath" (A comment he read from Elizabeth Montgomery on the FGU Winter Season 2007).

"(Will gave a) persistent effort over 15 years and multiple cycles of incubation to bring *Paths of Change* to fruition," Jim said.

Will will be sincerely missed and i-coach academy passes its sympathy to his wife Veronica "Bonnie" Flynn McWhinney and his family.

Coaching Matters especially thanks Jim Webber for his assistance in preparing this article.

Fighting Talk

I looked through the windscreen, past the M16 assault rifle resting in the soldier's hands, just as the team's lead pick-up truck glanced off the back of an articulated lorry in the middle of commuter traffic. This was certainly a little different to my normal cycle ride to work through English country lanes – but it was average for a commute across downtown Kabul.

Last November, as head of leadership in the Defence Leadership and Management Centre at the Defence Academy of the UK, I provided leadership education in Kabul to 18 very experienced senior officers in the Afghan army to help develop its capability so that US and Nato forces would no longer be needed in Afghanistan.

The participants were not new to leadership – all of them had fought as Mujhadeen against the Soviet invasion, in the Afghan civil war and now against the Taliban. They had successfully led men in combat for years at a time, often in incredibly difficult conditions and with little resources. Yet I, as a UK civil servant, was expected to help them become better leaders.

Why a coaching approach?

I decided that the traditional way of teaching, the expert model approach, wouldn't work; these people were already the experts. Instead I adopted a coaching style – an approach that they wouldn't expect as not surprisingly the coaching industry isn't a thriving business in Afghanistan at present.

I decided to structure sessions with the group around the principles of a coaching conversation. I started by contracting with the group, explaining how I wanted to work with them, what I would do and what their responsibility was. I recognised their tremendous experience and achievements. I sought to demonstrate humility by talking openly about my background and experience, but also related experiences from my current work in the UK to build their confidence in me. I talked about adult learning too, which was a challenge given that some of the group could only just read and write.

Cultural exchange

All of this was done through an interpreter. Not understanding the language meant listening intensely: to the tone, what went unsaid, and looking out for behavioural clues. I also faced a cultural challenge: shouting in Afghan culture does not mean anger, so fierce 10-minute exchanges would conclude with a polite request for me to "please continue".

Knowing when to check in or not with the group was important for building understanding and rapport, and my coaching skills were vital in helping me to do this. As rapport developed, I applied my knowledge of coaching to the conversation.

The Afghan officers were eager to learn and to hear the Western viewpoint. Instead, I encouraged them to answer their own questions, striving for three days to avoid being seen as an expert. I enquired about the themes that emerged, reframed their questions to offer a different perspective, gave them feedback on what I heard them say

and continuously sought to develop them to take responsibility and recognise that they were their own best expert.

Was this coaching?

If coaching is a mindset, then yes it was. For me, being a coach is about more than how I am in a two-hour session. I would suggest that perhaps the industry sometimes focuses a little too much on traditional one-to-one engagement. The skills, abilities, knowledge and attitudes that for me are part of being a good coach – for example curiosity, non-judgmental, humility, ability to build a rapport and flexibility – can be applied more widely.

I believe my knowledge of coaching was central to my ability to build a relationship with the participants in Kabul in order to help them develop as leaders. Was it successful? Well, they have personally requested I work on the next course. If only BA would start a direct flight.

Fighting Talk was written by i-coach academy MA student Paul Ellis, was recently published in *Coaching at Work*. For the complete article see *Coaching at Work*, Volume 2, Issue 3 or visit www.cipd.co.uk/coachingatwork.

Event Reviews



South Africa Community Networking Evening

A number of the South African i-coach academy community joined Caroline and Mike for a networking evening on 11th September 2007 at Rick's Cafe.

Mike has 'sold up' in Cape Town and this was one of his last visits to South Africa, apart from his commitments to teaching on the MA programme and his role in the ACILC.

Top: Richard Teagle (current PGC student), Phyrne Williams (current MA student) and Mike van Oudtshoorn.
Bottom left: Hanje Botha and Natalie Viismas who are both current MA students
Bottom right: Sidwell Mokgothu and Odette Cilliers who are both current PGC students

Open Sessions Attract Interest in i-coach academy Programmes



Bulelwa Koyana at the Open Day in Johannesburg

i-coach academy recently held an Open Evening in London, UK and two similar events in Johannesburg and Cape Town, South Africa through the new Africa Centre for Individualised Learning and Coaching (ACILC). These events provided an opportunity to share our approach to building professional coaching practice with potential students and stakeholders in the coaching industry.

A big thank you to all the current i-coach academy students and graduates who attended these events as i-coach academy ambassadors. Your support was inspiring!

If you would be keen to support us with future events or know of someone who might be interested in a future session or i-coach academy programme, please contact Nikala at our UK Office on +44 207 224 1774 or Norma at the ACILC on +27 21 918 4238.

Summer Party

More than 30 people joined i-coach academy Faculty Members and staff for our Summer Party held at The Garden's Café, Regents Park in August. With a summer theme, the i-coach academy education community enjoyed cocktails and a BBQ dinner. A great time was had by all, despite the rain, and i-coach academy received positive reports on holding more networking events for our community in the future.



Right: Giles Welch, Sharon Studer and Jaqueline Abbott-Deane



Left: Jo Bostock, Chrissy Rogers, Alison Heighton, Eunice Aquilina and Michelle Seymour.

Upcoming Events

The Psychology of Coaching Seminar - Book Now



In the past, some executive coaches have gone out of their way to distance themselves from the models and language of psychotherapy.

According to Prof. Bruce Peltier author of *The Psychology of Executive*

Coaching this was understandable as therapy brought with it all kinds of negative connotations such as 'if you need a psychotherapist you are sick or crazy or weak'.

Today, however, many may argue that the pendulum has swung back and, in our current sophisticated coaching market, organisations are demanding that coaches are able to demonstrate a sound theoretical foundation for their practice in both business and psychology and to demonstrate ethical consciousness.

i-coach academy's upcoming Psychology of Coaching Seminar presented by Prof. Bruce Peltier and Prof. Mike van Oudtshoorn will provide an

overview of the psychological principles accessible to the practice of coaching and will translate psychological theory into practical coaching application.

The Psychology of Coaching Seminar will be held on the 29th and 30th October at Regents College, Central London. The fee is £610 + VAT (£716.75) with an i-coach academy alumni fee of £525 + VAT (£624.88). Places are limited so please contact i-coach academy today to ensure your attendance.

What will I learn?

Psychological theories covered include:

- Person centred approach
- Behavioural approach
- Social psychology and systems thinking
- Coaching psychology approach
- Existential approach
- Psychopathology

Further information

For further information and to download a registration form please visit the Professional Development section of our website www.i-coachacademy.com/pages/professional-development/seminars.php

i-coach academy Networking Evening

'Prof Bruce Peltier asks 'is hypnosis in business coaching effective?'

i-coach academy introduces its first in a series of networking events. These events are designed to assist participants to meet like-minded professionals, network over drinks and listen to a short presentation on a topic of interest for the coaching community.

At our upcoming networking evening at Regents College on the 29th October 2007, Prof. Bruce Peltier will discuss the use of hypnosis in business coaching, how the theory can have a practical use and how you might apply it in your coaching practice.

i-coach academy networking evenings are open to all. The fee is £25 + VAT (i-coach academy alumni rate is £20 + VAT). To register for this event visit www.i-coachacademy.com/pages/professional-development/seminars.php

Diary of events

Psychology of Coaching

29th-30th October 2007
Prof. Bruce Peltier & Prof Mike van Oudtshoorn
London

Networking seminar

'Prof. Bruce Peltier asks is hypnosis in business coaching effective?'

29th October 2007
London

ICF International Conference

31st October - 3rd November 2007
California

BPS Positive Psychology and Positive Interventions Evening Seminar

6th November 2007
London

BPS 3rd National Coaching Psychology Conference

17th-18th December 2007
London

Existential Approach to Coaching

3rd March 2008
London

EMCC Annual Conference UK

25th-26th March 2008

Dates for i-coach academy Programmes

The **Post Graduate Certificate in Coaching Practice** is designed for anyone aspiring to coach formally who wishes to develop their approach by building a unique coaching framework and to benchmark themselves with a peer group. This is the first year of the Masters in Professional Coaching and is suitable for new and experienced coaches.

London – Commences 15th – 17th October 2007.

South Africa – Registrations open now with the next programme planned for February 2008

New York – Watch our website www.i-coachacademy.com for details on the next programme

The Masters in Professional Coaching

is for those with an established coaching practice and articulated approach who wish to build a greater repertoire and underpin their work with a wider variety of theoretical perspectives. Entrance to this programme requires completion of the Post Graduate Certificate in Coaching Practice programme or extensive coaching experience and coaching training (i-coach academy Post Graduate Certificate in Coaching Practice equivalent) plus the completion of a conversion module which includes a professional review.

London – Registrations open now until 31st October 2007. Module One starts 22nd January 2008.

South Africa - Programme will begin in February 2008, with the exact dates to be released shortly.

For a full set of dates for i-coach academy events and academic programmes please visit the website at:

www.i-coachacademy.com/pages/programmes.php

EMCC Conference

The 2007 European Mentoring and Coaching Council (EMCC) Conference took place on the 11th-13th of October 2007 in Djurönäset, Sweden.

This year i-coach academy Faculty Member, Prof. Ernesto Spinelli delivered the keynote presentation: 'Exploring Creative Conflict' on Thursday 11th October focusing on the possibilities and limitations of coaching interventions that are designed to reduce, remove or resolve conflict. He considered Sartre's (in)famous statement 'hell is other people' from the standpoint of the coaching relationship and provided an overview of the basic and inevitable human conflict between our actuality and our possibility.

i-coach academy Faculty Member, Eunice Aquilina presented her Doctorate research paper 'Towards a Methodology of Evaluating Coaching as an OD Initiative' on Friday 12th October.

Helena Dolny from the Standard Bank and i-coach academy MA graduate also presented on Thursday 11th October building on the case study from *Coaching Matters* issue 3. In the next edition of *Coaching Matters* we will build on this Standard Bank case study by sharing further findings from Helena and her colleagues.

The annual conference brings together researchers, scheme co-ordinators and practitioners of mentoring and coaching from across Europe.

International Conference on Researching Work and Learning – South Africa

The 5th International Conference on Researching Work and Learning (RWL5), to be held in Cape Town from the 2nd – 5th December 2007, will seek to promote a global conversation to rethink the concepts of work, knowledge and learning within the context of today's global economy.

In Southern Africa, as in many parts of the world, the social and economic impact of globalisation is uneven and contradictory. A core of elite form the global economic network, while a growing proportion of people have lost their formal jobs and are precariously attached through activities in the informal economic sector, or are excluded as part of the unemployment periphery. The RWL5 aims to promote a conversation about researching work and learning to enable us to re-think economic margins from a variety of countries and perspectives.

Key focus will be given to Southern African research issues and debates to deepen and enrich the conversations about work and learning globally.

The major themes addressed through the conference will be:

- Learning in formal and informal networks
- Learning and social development
- Re-theorising knowledge
- Working and learning in higher or future vocational education institutions
- Work learning and policy.

The Institute for Work Based Learning and Centre for Excellence in Work Base Learning at Middlesex University, i-coach academy and Metanoia Institute are jointly convening a symposium called 'Research Coaching Work and Learning' at the RWL5. Dr Pauline Armsby and Dr Carole Costley (Middlesex University), Dr Simon du Plock (Metanoia Institute), Dr Caroline Horner (i-coach academy and ACILC) and Lesedi Makhurane from the ACILC will be presenting.

For more information or to register visit <http://rwl5.uwc.ac.za>

Supervision – Book Your Sessions Today

Organisations are increasingly requiring coaches to participate in regular supervision and continuous professional development (CPD).

i-coach academy offers regular Supervision/CPD Sessions to assist coaches to continuously enhance new professional practice and replenish themselves to protect their clients by providing an opportunity to discuss specific cases with clinically trained professionals and a peer group. The dates for the next round of Supervision/CPD Sessions in 2007/08 have just been released.

There are two groups:

- A psychodynamically focused group facilitated by Dr Anton Obholzer
- An existentially focused group facilitated by Prof. Ernesto Spinelli.

For further information visit www.i-coachacademy.com/pages/professional-development/supervision.php

Book Reviews

Coaching Matters regularly includes reviews of recently published books on coaching. If you have recently read a book and would like to share your view with the i-coach academy community please email your review to Nikala@i-coachacademy.com

Sally Gritten will be reviewing *Leader on the couch* by Manfred F.R. and Prof. Kets de Vries in Issue 6 of *Coaching Matters*.

Next Coaching Matters Feature Focus

In the next edition of *Coaching Matters* Feature Focus we will follow up on the Standard Bank case discussed in *Coaching Matters* Issue 3 and will interview Helena Dolny from the Standard Bank and her colleagues in the UK on their key findings. Helena Dolny, MA graduate of i-coach academy presented at this year's EMCC conference in Sweden.