

## Dear Friends



As Spring blossoms and the sun shines (a bit!) there are a few signs of more optimism in the months ahead. i-coach academy is experiencing its own share of transition with

some new exciting opportunities on the horizon. In this issue, apart from updating you on news and recent events, we will bring you up to date on how we have used your feedback in our survey last year to develop our proposition; and we would welcome your thoughts on this work.

We have two case studies in this edition. The first details an innovative programme involving both the public and private sector who are using an i-coach academy coaching programme to bring together two different organisation cultures. The other study from

BP Angola details how coaching was used to develop local leadership at a critical time in the development of that organisation.

Our feature focus looks at the issues around coaching women. The research, based on the MA project of Louise Sheppard, provides a timely insight, given the current discussions about the impact of gender in the City of London, into the challenges of working with women.

As ever we are keen to hear your news and ideas for how best to use Coaching Matters to provide information useful to you all, please do contact us with your ideas and thoughts.

Wishing you well,

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## News



## i-coach takes successful first step with ILM

## Recognised Provider

i-coach academy has recently achieved endorsed programme provider status with the Institute

of Leadership and Management (ILM). The ILM is the UK's largest awarding body for leadership and management qualifications, providing high quality, professional recognition with their educational partners. Participants on our foundation and certificate in coaching skills programmes can now gain additional recognition for their learning and development with i-coach through ILM.



European Mentoring & Coaching Council

## EMCC Drives up Standards

EMCC will be introducing a new individual accreditation scheme for coaches in the autumn in its continuing efforts to drive up coaching standards.

The new scheme comes in response to a request from members who have been asking for an accreditation that goes beyond basic qualifications and makes sense of their proven practical professional competence.

Said Eric Parsloe, chairman of EMCC's

Standards Committee: "This new scheme is the golden seal of approval. As we see an increasing number of coaches setting up in business, clients need to know that they are working with coaches who have real qualifications, sound credentials and accreditation of proven success."

EMCC's approach to accreditation is different to other professional bodies which often put a high premium on the number of hours that coaches may have worked. EMCC believes it is important that coaches are properly qualified on paper but they also need to provide evidence from real clients that they have achieved positive successful outcomes - they are not only qualified but have been following continued professional development and can demonstrate that they have also been undertaking coaching supervision themselves.

EMCC has recently completed a pilot project for the new scheme with 25 people; so far 15 of them have successfully achieved accreditation at different levels - Master Practitioner, Practitioner and Intermediate Practitioner. i-coach academy faculty member, Eunice Aquilina participated in the pilot and achieved Master Practitioner level accreditation.

The Advanced Practitioner level qualification will be discontinued under the new scheme. The Advanced Practitioner qualification was akin to a Masters in academic terms, and would be based largely on research and writing ability rather than on practice. The professional qualification was emerging as very different and EMCC recognised that Advanced at a practical level didn't draw on the ability to coach at a higher level of competence which was causing confusion.

Under the new scheme, coaches will have to produce a portfolio of evidence for assessment which demonstrates that they have been successfully coaching for 3, 5 or 7 years and can show their results. Eric Parsloe added: "We are looking for real evidence of achievement and not the ability to write and quote research. It's all about applying the practical rather than simply the theory and delivering positive results."

For i-coach students who have participated in accredited professional programmes and in some cases completed full qualifications, the implications are that they will have three advantages.

- the fee for individual accreditation will be less expensive
- qualified students will be exempt from certain parts of the accreditation process as they have already proven their competence as part of their qualification
- if they continue to be members of EMCC they won't be required to pay an annual accreditation renewal fee

Eunice remarked: "I found it to be a very thorough and rigorous process and on a par with the rigour of the ICF. It takes a good deal of time to pull together all the material and evidence. If you have completed a coaching qualification which has the EMCC EQA award then you do not need to provide evidence against the 47 competencies. This is a real benefit. The EMCC took up comprehensive feedback from all of us involved in the pilot."

Further information about EMCC can be found at [www.emccouncil.org](http://www.emccouncil.org).

# News continued

## The news on i-coach academy South Africa



As you may be aware, it has become increasingly difficult, in recent years, to sustain i-coach academy's offer of academic qualifications from Middlesex University in South Africa. Mike and Caroline engaged in yet another round of conversations about the sustainability of these programmes in South Africa in November 2008 and after reviewing all the options again, it was concluded that

there are not the resources to continue in South Africa. The Mastery in Professional Coaching programme which started in February 2009 will be i-coach academy's last Masters programme in South Africa.

This is disappointing news for all involved, it is not a decision that was taken lightly. It is also a decision that will not be revisited. i-coach academy has great

faith in our student community, especially our faculty, and trust they will continue to influence the development of the profession in South Africa. i-coach academy has supported approximately 150 students to gain post graduate qualifications in the field in South Africa and all are making their own significant contribution to coaching in South Africa, through their work as coaches and for some launching their own education businesses. While i-coach academy has achieved only part of our original vision, we feel we have made a contribution towards the establishment of the field of coaching in South Africa and are confident that the i-coach community will continue to make a positive impact in forthcoming years.

Caroline will continue to come to South Africa through out 2009 to work with local faculty to support the conclusion of existing education programmes and students who are in the final stages of their learning journeys.

We look forward to staying in touch and remain an enthusiastic supporter of efforts to grow the profession in South Africa.

### News from i-coach New York

Bob Lee

iCoachNewYork is just now completing its 6th annual Professional Coaching Program, which is a 12-week certificate training program offered in conjunction with Baruch College, a part of the City University of New York. The bad economy has worked against us this year in terms of enrollment, and of course it's been a difficult business year for coaches generally. Still, we're having a very successful program with wonderful participants.

Two of us, Mike Frisch and myself, are co-authoring a chapter on Learning to Coach Leaders, which will appear in a book sponsored by the Society for Industrial and Organizational Psychology. All five of us iCoachNY faculty are working on another book based on our training materials, but this is still early stage.

Best wishes from New York!

## Case Studies

### A Changing Ethos of Shared Learning

Coaching is all about hearing from the client in their words. i-coach academy are therefore grateful to MBDA for allowing us to use the text of the article from their in-house magazine "Vector" on a coaching programme that i-coach academy ran for them. This programme was an innovative programme because half of the participants were from MBDA (private sector) and half from the Ministry of Defence (Armed Forces and Civil Service).

The ACT (Applied Coaching Techniques) programme is the first step in shared learning with the customer. The course itself covers applied coaching techniques, introducing delegates to coaching as a leadership style to improve people management and as an approach to enhance their teams' performance. As Steve Wadey, Executive Group Director – Technical states: "We are now starting to see and feel the benefits of our Memorandum of Understanding with DCMT (Defence College of Management and Technology) and Cranfield University. The understanding, respect and trust being seen on these programmes will allow the participants to develop the partnering behaviours we need to support our mutual commitment to the Team CW ethos."

This year, 10 MBDA representatives, plus service personnel and Integrated Project Team (IPT) Leaders drawn from various projects, attended a five-day course (over 4 months) at Shrivenham. Course attendee Ian Griffin, Head of Commercial Medical and General Supplies IPT, stated: "It brought an opportunity to identify each other's goals and objectives and agree a single objective that promotes the success of both parties." This co-operation gave another dimension to each other's challenges and, as it continued, it became more apparent that these were not so different after all. "The military are waking up that there's more than one way to lead," comments Squadron Leader Mark Renshaw. "We can adapt how we lead, manage and communicate, and you learn that by doing courses like this one."

The overriding benefit from this course, though, was the opportunity for interaction, providing "new tools in the tool box" to apply to everyday behaviours back in the workplace. "It's all about communication," declares Mark Renshaw. "We are now communicating better and it's not rocket science." This also resulted in a better understanding of each others' predicaments. "We have to recognise that we're still individual entities and what drives both parties may not be completely compatible, but

# MBDA



not diametrically opposed," states Ian Griffin.

For all attendees, the small group work appeared to provide added benefit to the networking aspect. As Graham Gardiner, Head of Facilities Management MBDA, remembers, "Naturally the groups intermingled, which has always got to be good – a melting pot of managerial techniques." As course attendee Nicola Smith, HR Manager MBDA, noted, the course gave her the confidence to use these coaching skills: "You are living the course, since it is based on real experiences, our own live examples."

"Our employees have benefited greatly from attending these courses, both from a personal and a professional development point of view," concludes Steve Wadey. "MBDA too has benefited by gaining a much better understanding of how the Acquisition community works and we wish to build on these foundations to foster a long-term relationship with MoD, one that allows us to work together more effectively to deliver better defence capability."

# African Challenge

## Coaching and Leadership Development in Angola



During the year 2007-2008 i-coach academy worked closely with BP Angola to design and deliver a coaching programme to work alongside a leadership development initiative aimed to support Angolan Leaders. A politically significant project, as the Angolan government had set targets that company's operating in a 'skilled' industry must have a workforce that are at least 70% indigenous. In a country racked by a 27-year long civil war that ended only in 2002, the local talent pool was limited and demand outstripped supply. BP Angola had to establish its own development programme and started the Angolan Leadership Development Programme (ALDP) in 1999. By 2007 graduates of the initial programmes were transitioning into more senior positions. With the critical "first oil" date (the start of production) fast approaching after years of investment, i-coach academy were brought in to support the ALDP in a key phase to boost the confidence of the leadership and support those leaders transitioning into roles crucial to the projects future.

### Key Objectives of ALDP Coaching Programme

BP wanted to use coaching as part of the ALDP to support Angolan leaders, particularly:

- to increase their awareness of their existing leadership style and its connection to the leadership behaviours which

reflect the wider organisation's core values & leadership competency framework

- to explore their current strengths and development needs as leaders and also enhance their motivation and confidence.
- to develop and/or enhance their capabilities to perform as part of diverse teams and to deliver results through others
- to develop skills to manage stress and balance personal and professional life
- to support existing team leaders to evolve their coaching leadership style and gain insight into leadership development challenges across the organisation.

### The Coaching Programme

A total of twenty-six participants were selected for the coaching programme: the majority being based in Luanda. i-coach academy put forward eight coaches from South Africa and two from London who all participated in a face-to-face selection interview with the BP team to be considered for inclusion in the programme. Tana Holness the BP Angola L&D Manager leading on the programme was keen to ensure a good "fit" between coach and coachee particularly in understanding the Angolan and African context. The large number of coaches selected was intentional in order to offer a diversity of style and approach so that each participant could be matched with the most appropriate

coach. Tana led the matching process given her unique position of understanding the individual's challenges as well as knowledge of each coach and their strengths.

Coachees were allocated a coach, and i-coach academy provided an induction module where participants were introduced to the differences between coaching and mentoring, the role of learning in coaching and the impact of their individual learning preferences in coaching. Participants were also supported to consider how they wanted to

(participants, team leaders, coaches) and established a foundation relationship for the forthcoming interactions. It involved group sessions, 1:1 sessions with team leaders and coaches, 1:1 sessions with coaches and participants and 3-way conversations to establish clear roles, responsibilities and boundaries.

Each participant was offered face to face coaching during four modules over the years' programme and telephone coaching throughout the year. Group sessions on themes arising from the participants' development plans; for example stakeholder management or delegation, were also included as the programme evolved. i-coach academy worked flexibly with participants and Tana Holness to ensure each face to face opportunity made best use of the time available given the organisational pressures of the moment.

Context was critical to this project and separate sessions for the coaches to familiarise them with BP from a corporate perspective, the local BP Angola, and the Angolan environment itself were provided.

The role of the team leaders in supporting an individual's development was essential. This was a challenging aspect of the programme as all participants, but particularly their team leaders, were



use the programme including the opportunity available to develop a learning community within their cohort which would offer peer support and challenge during the programme and beyond. This three day induction process worked to establish clear expectations between all key stakeholders in the programme

under extreme pressure preparing for "first oil". Recognising that their buy-in was critical to success of the initiative and that they understood their role in partnering with the coach and the participant in offering feedback against development plan objectives and performance; Tana Holness (BP) and her team along with Caroline



face-to-face coaching in Luanda than the telephone coaching.

The participants were very positive about the programme as evidenced by the high overall participation from most participants, especially with face-to-face coaching. On average the group reported a shift from a score of two to three, upwards to a score of seven or eight on a scale of ten in how they rated their confidence as a leader. There was greater recognition of the reality of taking ownership and personal responsibility as well as emotional growth. The programme afforded an opportunity for their assumptions to be challenged, enabling them to see others (and their worlds) from a different perspective and yet still hold a personal view; in turn they reported that this developed their confidence to challenge and influence whilst acknowledging and respecting difference.

From an organisational perspective feedback from BP Angola was overwhelmingly positive and participants expressed their desire to see increased coaching activity, not only for aspiring leaders but also team leaders. As well as striking oil, BP Angola discovered a new resource that will help the people they rely on for continued production in what is an exciting time for Angola's future.

Horner (i-coach academy) spent time individually and collectively with team leaders explaining the elements of the programme and the importance of their role in the programme. Individual coaching was also offered to team leaders from a coach different to those working with their team members.

#### Programme Outcomes

The intervention required a flexible approach from i-coach academy,

as new issues emerged during the process. For example additional learning interventions to fulfill the needs for effective transition into more senior leadership positions including stakeholder management, influencing skills, performance management, and feedback skills, were included in the group sessions and were well received. The introduction of the coaching process into a culture with limited experience of coaching meant there was a

continued conflict between the pressures to perform in the day to day and the pressures of the leadership programme of which coaching was one element. The three way review sessions between the Team Leader, Coach and Participant were found to be so helpful that an additional session was added to the programme. While there were considerable logistical challenges in operating in Angola, participants reported that they gained more value from the

One participant commented "I expected that the coaching sessions would give me some professional guidance and advice around my personal development and particularly on my leadership skills. The coaching sessions certainly helped me to enhance my listening skills as a way of ensuring effective communication between colleagues. Now, I feel better equipped to coach junior colleagues as well as connecting more effectively with more senior colleagues when I am running my production performance meetings. For me, it was all about improving my interaction with other team members to help achieve the best team decision, my coach helped me to achieve that."

"Early 2007 I was transitioning to a new role, which was in a completely different area of the business, with very different challenges compared to my previous role. The ALDP coaching programme really helped me to quickly go through the steep learning curve of the new role, and improve my personal effectiveness and self confidence. I was assigned a coach to work with, who had a lot of experience and was passionate at coaching. His simple, but structured approach to coaching was enjoyable and really helped me to find the right direction, make the right decisions, and become confident to challenge and communicate effectively."



#### RIP Tana Holness

It is with great sadness that we share the news that Tana Holness passed away on the 12th April 2009 after a battle with cancer. Tana's passion for Angola and her tireless work to support individuals to realise their potential was an essential contributor to the success of this programme and many other initiatives. She had a special ability to connect with a diverse group of people and make you feel special. She will be sorely missed and our thoughts and prayers are with her family and friends at this difficult time.

# Feature Focus

## Coaching Senior Women

Louise Sheppard

One of the questions that has emerged during the ongoing credit crisis is whether gender has had an influence on the paths that the financial sector in particular has taken. (Sunderland 2005a) In some countries there has been a drive to appoint women to senior positions (Sunderland 2005b), which some commentators ironically term the “glass cliff” syndrome. The findings from the 2008 Female FTSE report by Cranfield School of Management found that only 12% of board directors were female, and that this is a meagre increase from 6% at the turn of the Millennium; at this rate it will be 2050 before we see parity of the genders on company boards. Against this background i-coach Masters student, Louise Sheppard has been conducting research into the issues that senior, professional women bring to coaching and identify how coaches can best support them. One of the key aims of the research was to develop guidelines for coaches on coaching senior women.

While in comparison to the more general literature on leadership and executive positions, there is a small niche literature on women, predominantly focusing on why they hit the glass ceiling in their careers, there is little on the role that coaching and mentoring can play. As an intervention to support women, some of the writers in this field see it as a key method for enabling women to succeed, but there is little written on the subject overall. Louise gathered data from a number of different sources including a literature review, a review of the issues that her senior, female clients had brought to coaching and the support that she had offered them, and conducted two focus groups and ten interviews with experienced coaches. The coaches that she surveyed work across a variety of sectors and between them have coached over 500 senior women (which for Louise’s study was defined as women at Vice-President level and above) in the past five years.

Louise points out that she holds no assumptions about female or male clients nor does she imply that her findings might not also apply to men. However the research has led to ten guidelines for coaches to consider when coaching senior women, as follows:

1. Coaches need to know how gender issues within the work environment can impact female clients. Explore with your client what her experience of gender issues are, and help her to understand her situation and how she can adopt effective coping strategies and behaviours.
2. Treat all women that you coach as individuals; there are vast variations amongst women. Be aware of your own expectations and stereotypes of women and do not impose these on clients.
3. Initially, some female clients do not feel entitled to receive coaching. It is important that the coach spends time up front reassuring the client that she is “worthy” of the attention and investment.

4. Women learn best through relationships with others. Therefore, it is vital to take time at the beginning of the relationship to establish trust. Coaches can do this by sharing personal information and role modelling being open and authentic.
5. Familiarise yourself with typical issues that senior women may bring to coaching. The issues are not unique to women but differ from issues that men bring in that women tend to raise underlying issues earlier, put a different focus on certain issues and are looking to explore rather than “fix” their issues. In addition, the research shows there is a relationship between coaching issues and age
6. Many senior women feel relatively isolated in their roles. They appreciate being given the space to explore both work and non-work needs during coaching. Support women to make choices that they are happy with by listening with “riveted detachment”, sharing your intuition and providing feedback about how you experience clients.
7. When discussing the future, use the word “aspiration” rather than “ambition”. Help your clients to develop career plans. Hold a vision of the future for clients and support them to explore whether they feel ready for the next step and what the real opportunities and costs will be.
8. Encourage female clients to work with and through others rather than to be self sufficient. Focus clients on assessing their alliances and mapping out where they need to build relationships and networks. Explore their beliefs about engaging in organisational politics and work with them to find acceptable ways of being effective in this arena.
9. Help your clients to understand who they are, what is important to them (values) and how they are perceived by others (communication style, image and presence). Support female clients to develop their own authentic, leadership styles which they feel comfortable with.
10. During your coaching, be transparent about what you are doing so that clients learn to coach others and self coach. Encourage clients to address where they are going to get their support from once the coaching is completed and to find themselves good mentors.

As is often the case with research, it led to more questions than it answered, and Louise is thinking about how she can take forward some of the questions, perhaps in relation to the clients experience instead of the coaches. In the meantime the whole experience has strengthened Louise’s understanding of coaching women and in addition to presenting the material at the inaugural i-coach academy research day in 2008, recently presented at the the 2009 EMCC conference at Ashridge. A summary of Louise’s research can be found on <http://www.i-coachacademy.com/pages/coaching-education/community-research.php>

### References:

Sunderland, R. (2009a) “We cannot return to the old macho ways.” *The Observer*, 15 February 2009.

Sunderland, R (2009b) “After the crash, Iceland’s women lead the rescue” *The Observer*, 22 February 2009

# Events

## SGCP (British Psychological Society Special Group in Coaching Psychology) Conference Overview: Highlighting the Psychology in Coaching: 1st European Coaching Psychology 17th & 18th December 2008

The end of 2008 saw the SGCP organise their first European Coaching Psychology Conference, under the sub-title ‘Highlighting the Psychology in Coaching’. i-coach academy were also there with a stand that saw a steady stream of enquiries during the conference. The conference was well attended with representatives from the UK, Ireland, Switzerland, Denmark, Bosnia-Herzegovina, Norway, Germany, Latvia, France, and Sweden.

The opening keynote ‘Coaching psychology: The train has arrived so welcome aboard. But will it leave the station on time and where is it going?’ by Prof Stephen Palmer suggests that the wider coaching industry could perhaps now be acknowledged as a profession given it has professional bodies with codes of ethics and practice, University-recognised qualifications and accreditation, the makings of National Occupation Standards, the encouragement of CPD and supervised practice, professional publications, and national registers of members.

Given this, he asked will coaching psychology keep pace and find its way within the coaching world? Stephen Palmer hopes we will in time see a European forum or network representing professional psychology bodies that have coaching psychology interest groups, an idea welcomed by representatives at a later European Roundtable.

The conference had a wide ranging set of speakers on topics ranging from: Transpersonal Coaching; Executive Team Coaching; Positive Psychology and Coaching. i-coach faculty, Caroline Horner and Alison Whybrow, ran a well-attended Masterclass on Developing a Coaching Framework.

The SGCP will continue with the European theme for their next annual conference, which will take place on 15th and 16th December 2009 at Royal Holloway, University of London. Themes of the conference will include: Hope and Wisdom, Developing Practice and Community, Engagement, Performance, Transition, Health and Well-being. Details can be found at [www.sgcp.org.uk/conference/conference\\_home.cfm](http://www.sgcp.org.uk/conference/conference_home.cfm)

# Diary of Events

## CPD Events

Build your network whilst engaging in Continued Professional Development (CPD) for your coaching practice. Join one of our CPD events at a discounted rates.

### The Journey to Professional Mastery with Prof. Mike van Oudtshoorn

28th May 2pm – 4pm £50 inclusive of VAT

### Personal Construct Psychology Approach to Coaching with Nick Reed

10th June 9.30 – 5.30 £150 inclusive of VAT

### Coaching in Organisations – Cases studies of coaching at work in organisations with Dr Caroline Horner, Prof. Mike van Oudtshoorn and organisation programme leaders

25th June 9.30 – 4.30 £150 inclusive of VAT

### Overcoming Self Limiting Beliefs in Coaching with Dr Alison Whybrow

3rd July 9am-5pm £150 inclusive of VAT

### Transactional Analysis and Coaching with Sandra Wilson

14th September 9am – 5pm £150 inclusive of VAT

## Programmes

Open Evenings – i-coach academy holds regular open evenings for those exploring coaching for themselves or their organisation.

Next opportunity on 11th June 2009

### Skills Assessment Days

Benchmark your coaching skills

22nd June 2009

14th July 2009

1st September 2009

### Foundation in Coaching Skills

Start 15 & 16 September 2009

### Certificate in Coaching Practice

Start October 2009

### MA in Professional Coaching

Start October 2009

## Supervision Groups

NEW DATES starting in November

### Conferences

#### CIPD “Coaching at Work” Conference

24 September 2009 London

To learn more and to register see

<http://www.cipd.co.uk/cande/coach>

#### EMCC Annual Conference

26-28 November 09 Amsterdam

To learn more and register in time for early bird discount see [http://www.emccouncil.org/fileadmin/documents/countries/eu/EMCC\\_conference\\_2009\\_brochure.pdf](http://www.emccouncil.org/fileadmin/documents/countries/eu/EMCC_conference_2009_brochure.pdf)

#### SGCP Annual Conference

15&16 December 09 Roehampton

To learn more see [www.sgcp.org.uk/conference/conference\\_home.cfm](http://www.sgcp.org.uk/conference/conference_home.cfm)

## The 2009 EMCC UK Conference at Ashridge

Alison Whybrow

There was little sign of a recession as the EMCC hosted its largest UK coaching conference. For most participants, this was their first time at an EMCC event, with the audience drawn from coach practitioners, coach and coach education providers and a number coaching buyers.

The rich mix of sessions meant that there was always more choice than one could feasibly attend. Louise Sheppard presented her Masters research which is featured in this issue of Coaching Matters about ‘Coaching senior women – What is the focus and what have coaches learnt in the process?’ This was well received and provoked some thoughtful discussion amongst a mixed audience.

There were a number of demonstration sessions of coaching, mentoring and supervision practices. These sessions provided an opportunity to observe and then deconstruct how a session might flow when working from a specific theoretical and philosophical approach. In particular, Julie Hay, who works from a Transactional Analysis (TA) perspective, brought her own very grounded, no nonsense style and highlighted the pragmatist lens of TA, and once again demonstrated that a deep of understanding of one framework can add a particular richness to practice.

## HRD Conference

For the first time, i-coach academy took a stand at the HRD Conference at Excel in London Docklands. The HRD conference is the premier professional conference in the field during the year. Despite the credit crunch, and lower than previous years attendance, the i-coach academy stand saw a steady and constant flow of visitors to discuss our products.

To coincide with the conference, i-coach academy introduced our new strapline, “Learning as a way of life”, which reflects the broader nature of our business. Drawing on our research last summer, it became apparent that our positioning in the market was biased to our work in the development of professional coaches and we were not adequately communicating our projects and thought leadership with organisation applications of coaching and related interventions. Whilst this project is still in its infancy and we feel that the new strapline more accurately captures our business proposition, and reinforces our work not just as an education business. We value feedback on this initiative and you can view a short video used at the conference here [www.i-coachacademy.com](http://www.i-coachacademy.com). Please do send your feedback through to [London@i-coachacademy.com](mailto:London@i-coachacademy.com).

Our stand was colourful in more ways than one with our own resident graphologist Josh Knowles who produced a fantastic graphic illustration of the dynamic discussions which took place each day on the i-coach stand. Details of Josh’s work can be found at [www.i-coachacademy.com/pages/about-us/coaching-matters/hrd-conference.php](http://www.i-coachacademy.com/pages/about-us/coaching-matters/hrd-conference.php).

A special and big thank you to all our faculty and alumni who turned up to man the stand over the three days of the conference: Katharine Collett, Nicky Spode, Alison Whybrow, Liz Barnes and Jolene McCullough.



i-coachacademy