

# Coach & Mentor

## Standards debate makes optimistic progress

**It is said that good news is no news and only bad news is good news. I hate that cynical modern media attitude. So let us celebrate the small but significant steps towards the general acceptance of professional standards and the creation of a body that may try to regulate the quality of coaching and mentoring delivered in the UK and wider.**

On page 8 of this issue John Whitmore makes the case that the various emerging coaching and mentoring organisations should act in accordance with their core values and reject the urge to compete and dominate. Richard Bentley of the International Coaching Federation responds positively to that challenge on page 9. As a contribution to raising awareness of the complex issues involved I would like to pose seven questions to anyone seriously interested:

1. Are you conversant with the EMCC codes of ethics and guidelines on diversity and supervision?
2. Are you aware of the EMCC's soundly research based competency map which shows conclusively that there is a very significant commonality in the competences, skills and knowledge required for both effective coaching and mentoring?
3. Are you aware of the EMCC Professional Quality Awards for universities, schools and training course providers which will allow individuals who complete these programmes to demonstrate that they have a reputable, professionally accredited qualification?
4. Are you aware of the CIPD's coaching and mentoring standards for qualifications leading to membership of the CIPD?

5. Are you aware of the new ENTO occupational standards framework which, when further consultations have been completed, will be the basis of vocational qualifications offered by bodies like the City and Guilds and which sets out the values, purposes and functions of coaching and mentoring (what you need to do and what you need to know)?

6. Are you aware that the International Coaching Federation (ICF) offers programmes for individuals to claim accreditation from the ICF (other organisations like the Association for Coaching make similar offers)?

7. Are you aware that other professional bodies such as the British Psychological Society (BPS) and the British Association for Counselling and Psychotherapy (BACP) also claim that their qualifications are appropriate for coaches and mentors?

I would like to believe that the search for answers to these questions will lead to increased pressure on the leaders of these organisations to co-operate speedily and productively in their 'roundtable' discussions. The really good news is that after several years of inconclusive meetings the mood around the 'roundtable' seems to have changed and we can indeed hope for substantive progress in the near future.

Eric Parsloe



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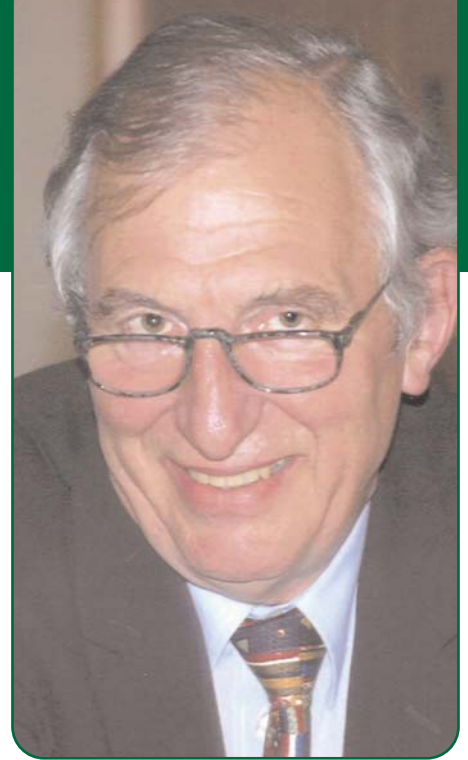
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# Ultimately, coaching is all about changing behaviour – isn't it?

Peter Honey



**I had better start with a confession; I'm a behaviourist. I know my behaviour is but a fraction of who I am, but I also know that, as far as other people are concerned, I am my behaviour. This is the bit of me that shows and therefore has a direct impact on the way people react to me (i.e. behave towards me).**

Whatever your starting point as a coach, all roads lead to behaviour. There would be no point in coaching someone if it didn't result in some discernible improvement in their performance (i.e. their behaviour). You might dispute this by claiming that increased self-awareness is a perfectly laudable aim, but how would you know someone was more aware without behavioural evidence?

And a second confession: I'm a pragmatist. In other words, I am attracted to practical things that actually work. My approach to coaching therefore takes the most direct route to behaviour change by focusing on:

What is happening now, rather than on past whys and wherefores (fascinating though they might be!).

The external factors that are linked to the behaviour in question (the 'problem' behaviour).

How those external factors could be modified to bring about an improved behaviour (i.e. the 'wanted' behaviour).

Over the years I have helped hundreds of managers to solve their interpersonal problems by using a behaviourist approach. They have always told me that they appreciated this business-like, no-nonsense approach and, even more importantly, that it gave them a solution to their problem that would not otherwise have occurred to them.

The approach is best illustrated by using an example. Here is a real-life case study (with names changed to protect the innocent!).

*Ian is about 40 and for the last year has been CEO of a manufacturing company.*

*Ian has some firm beliefs about how best to manage people. Basically, he believes that people respond best when the pressure is on. Ian has tremendous energy – he gets in to work at 7.00am most mornings and invariably works late each evening. He is a stickler for detail and frequently demands that reports be re-written and sends managers scurrying back from meetings to 'establish the facts'. Face-to-face meetings with him are more like inquisitions and he often 'bawls people out' whenever he*

*uncovers mistakes. He prides himself on his ability to 'fix' problems and his grasp of technical and financial data is impressive. All this means that he interferes a great deal. As soon as Ian suspects a deficiency he 'pounces' and gathers all the involved parties together, regardless of rank or reporting relationships. In order to get to the bottom of things (he calls it 'flushing out the truth'), he adopts a very aggressive, challenging style: "I don't believe you", "You are lying", "Don't pull the wool over my eyes". Remarks like these (and worse!) are dished out in public irrespective of any sensitivities or people's feelings. Sometimes the grilling goes on for hours regardless of any other commitments.*

*One of Ian's directors, Rick the HR Director, particularly resents this treatment. Not only does he find it degrading for a man in his senior position, he also feels that, as HR Director, it is his responsibility to do something to change Ian's management style. In fact, Rick is seriously concerned about the adverse effects of Ian's behaviour. He notices that his colleagues are:*

*Showing increasing signs of stress  
Putting in silly hours (trying to keep pace with/impress Ian)  
Becoming more competitive and less co-operative towards each other  
Spending unproductive time grumbling about Ian behind his back.*

The preoccupation with Ian – trying to second-guess his next move – has reached absurd proportions. Senior directors spend inordinate amounts of time double checking everything so that Ian's probing won't catch them out. Directors who were previously willing to delegate and 'let go' have now become paranoid in their attention to detail. Increasingly, they spend all their time on day-to-day details and damage limitation exercises.

*Rick decides to set about modifying Ian's behaviour. If you were coaching Rick, what line would you take?*

## Solutions

I have hundreds of case studies like this – all drawn from real life and all featuring an interpersonal problem (i.e. where a manager is experiencing an exasperating gap between the behaviour they are currently

getting from someone and the behaviour they want). Other examples are where people fail to meet deadlines, resist change, rub other people up the wrong way, procrastinate, blame, go absent too often, are poor timekeepers, make mistakes, bully, are defensive, won't let go, interfere, are too pedantic, are too reticent, are too bombastic, lose things, nag, are too cautious... and so on.

Most managers I meet are struggling to find ways to deal with problems like these. They use a number of strategies that, unfortunately, either make no difference or only provide a temporary respite before the behaviour lapses back into the old ways. Popular tactics are to ignore the problem (and hope it will go away!), to tell the person to change, to find a training course that will correct their behaviour, to punish the unwanted behaviour and, as a last resort, to find some way to get rid of the person! These 'solutions' invariably fail because they assume that the *person* is the problem and pay insufficient attention to the *situation* that is sustaining the problem behaviour.

Every behaviour happens within a context or a set of circumstances – never in a vacuum. Something *always* happens immediately before every behaviour – let's call them triggers – and something always happens as a consequence of the behaviour – let's call them re-inforcers. The triggers and the re-inforcers are part of the external situation and they 'cocoon' the behaviour giving it protection and sustenance.

The behaviour can be changed by understanding the links between the behaviour and its current before and after and working out how to use them to foster a new, improved behaviour. In other words, the behaviourist approach assumes that peoples' behaviour is caused more by



external circumstances than by internal factors such as thoughts, beliefs and attitudes. Triggers can be someone else's behaviour (often our own, of course!), the time, the place, the weather, the phone ringing, the photocopier jamming – *anything* that happens before the behaviour in question. Re-inforcers are the payoffs the person enjoys as a consequence of their behaviour. These could be someone apologising, helping, sympathising, paying attention or something going better than it did before. People behave anticipating that, on the majority of occasions, it will work for them and improve the situation.

I have used the Ian/Alex case study a number of times in workshops and invited the participants to suggest ways forward for Alex. People suggest actions such as confronting Ian and leaving him in no doubt that his management style is having a detrimental effect on the performance of his directors, persuading Ian to trust his direct reports more, escalating the problem to Ian's seniors and, of course, quitting and

finding another job! (The last being an admission of defeat, rather than a solution!) The fascinating thing about these suggestions is the touching faith they display in the effectiveness of *telling* people to change. The telling can take many forms, from submissive innuendoes to assertive feedback/persuasion, to aggressive nagging. However it is done, the assumption is that if you tell someone to change they will change, on demand as it were. And this, despite people readily admitting that, in their experience, the effects of telling have been patchy and/or temporary with only the occasional triumph!

### Change the trigger

The behavioural solution to the Ian case study is to change the trigger for his 'pouncing' behaviour. At present he pounces whenever he suspects a deficiency. This could be prevented if Ian's directors took problems to him, early, *before* he becomes suspicious, together with some suggested solutions, and asked him for his advice on the best way forward. The gamble is that

this new trigger would succeed in eliciting helpful, reasonable behaviour from Ian, instead of the pouncing and challenging. This 'improved' behaviour would be re-inforced by providing Ian with better pay offs than he is enjoying at the moment. Under the new system he is better informed and has earlier warning of problems in the pipeline. He also retains some involvement in the action and, hopefully, can see that the solutions that emerge are sounder than was previously the case.

The key to solving the problem is to assume that the situation, not the person, is 'causing' the problem behaviour to occur. Even if this assumption is wrong, and it *is* the person not the situation, no harm is done. It is far more practical and less dangerous to meddle with a situation than to meddle with a person. In my experience, we ignore the impact of external factors on peoples' behaviour at our peril.

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## Implementing a health coaching service in an NHS setting

### Graham Prestwich

**In February 2004, Pfizer Ltd and Haringey TPCT launched an innovative programme designed to provide individualised support and coaching for 600 patients within the London Borough of Haringey suffering from diabetes, heart failure and coronary heart disease.**

A team of dedicated care managers or 'health coaches' provide regular coaching interventions for patients based on their individual needs. The care managers, all qualified nurses, use InformaCare, a decision support software developed by Pfizer Health Solutions as the basis for a systematic telephone-based coaching and co-ordinated care service. Through regular communication patients can become more successful in managing their condition and improve their clinical outcomes and quality of life while reducing the demands on local health services.

The aim of this project is to investigate the benefits to patients of a telephone-based and technology-supported coaching and self-care programme using a patient-centred disease management model in England. It will also test the feasibility of adapting successful disease management approaches from the USA.

The programme was born out of growing recognition of the potential benefits for patients and the NHS of improving chronic disease management, which has led to increased interest in other health care

systems of new approaches to effective chronic disease management.

The intervention is provided by a dedicated team of care managers who have been trained to provide coaching and support for the 600 patients enrolled.

The importance of thorough and robust evaluation of the feasibility of this intervention was recognised early in the planning and key elements of the impact of this programme will be assessed through an independent, externally scrutinised evaluation. The external evaluator will be involved with study design, data collection and data interpretation.

Patient recruitment into the programme commenced in spring 2004 and the results of the evaluation of the programme are expected in the spring of 2006.

A presentation describing the programme, the training of the care managers and giving the results from the evaluation of the changes in health behaviours resulting from the service will be given by Jill Lewis, Care Manager Development Lead, UK Pfizer Health Solutions, at the OSC&M Eighth Annual Practical Perspectives Conference. This will be held at the Oxford Hotel on 14th-15th June 2006 – more details on the back cover of this journal.

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# Coaching – focusing on strengths not weaknesses

Mel Leedham



*"If you put people in positions that play to their strengths they will work harder, because they are doing what comes naturally to them."* (Alex Linley, CIPD Managing Change at Work conference)

The mind is a powerful thing. Successful sports people consider that positive visualisation is as important as fitness and technique – golfers picturing their ideal swing, skiers with their eyes closed swaying as they descend the course in their mind whilst rooted to the spot. Known as 'meta-cognition' this is the process by which mentally rehearsing a successful future helps to create a successful future. They believe that focusing on strengths will make them stronger – focusing on weaknesses reduces self-confidence and increases doubts.

However, it seems to be a natural human trait to think in negative terms, to think of what might go wrong, or to dwell on what did go wrong. Once these negative beliefs have taken hold they tend to become self-fulfilling and difficult to shift. *"If we can just get distracted from the conscious limits we put on ourselves – we could achieve so much more."* (Tim Gallwey)

Organisations also focus on people's performance problems, gaps, and weaknesses. According to a global Gallup poll, about 80% of 1.7 million employees felt that their organisations did not make good use of their strengths in their work. This obsession with what's wrong prevents development of the organisation's strengths and kills whatever passion people are capable of in their work. Does the same implication apply to coaches, how many of us focus on the negative aspects of our client's performance?

In my experience, although clients say they are looking to improve or change, some spend most of their time talking about the problems they face. The coaching then focuses on finding solutions to the problems. While well intentioned and occasionally effective, this problem solving approach often leads to defensiveness, low morale, and frustration. This approach is so ingrained in most individuals and organisa-

tions that it has become unconscious and automatic.

## Does positive psychology have a better approach?

Understanding the positive or appreciative option gives coaches a powerful new perspective to approach a variety of situations. The positive or appreciative model focuses on what's right rather than what's wrong. The role of an appreciative coach is to believe in and draw out the core capabilities of the client. It is based on an expectation that people tend to do their best when the best is expected. Rather than talking about what's wrong and what we don't want and feeling intimidated or frustrated, an appreciative approach focuses attention on the reality of what we do want and the conditions required to bring that reality about. It is a totally positive approach that has little room for thinking about the negative.

## Difference of appreciative coaching

Problem solving coaching	Appreciative coaching
<b>BASIC ASSUMPTION:</b> <i>The client has a 'problem to be solved'</i>	<b>BASIC ASSUMPTION:</b> <i>The client has a 'possibility to be realised'</i>
<i>Leads to</i> – noticing that there is a 'deficit/problem' – identifying the problem and how often it occurs – <i>leads to</i> – analysis of root cause(s) of problems – <i>leads to</i> – analysis of solutions that eliminate the problem and its causes – finding ways of building a future based on 'not getting it wrong' – <i>leads to</i> – putting in place the solution and checking to see if the 'getting it wrong' incidents decrease.	<i>Leads to</i> – discovering and appreciating times when people 'get it right' (no matter how rarely this happens) – <i>leads to</i> – finding out what happens when they 'get it right', what enables this, and finding ways to make this happen more often – <i>leads to</i> – talking and working together to find ways of building a future based on 'getting it right' – <i>leads to</i> – supporting the person to 'get it right' more and more often, and checking to see if 'getting it right' incidents increase.

## What is Appreciative Inquiry?

Based on the work of David Cooperrider, Jane Watkins and Suresh Srivastva in the late 1980s, the Appreciative Inquiry (AI) perspective is based on the insight that individuals and organisations get superior results from appreciating strengths, assets, and high point experiences instead of focusing on weaknesses and problems. By focusing on what is happening when things are at their best AI supports a number of psychological theories such as:

• **Social Constructionism** – In essence, we create the world in the way we describe it in all of our interactions with each other. The images we hold shape the questions we ask. This in turn determines the actions we take, which helps form our future. What we describe, we become.

• **The Power of Image** – what we see we become:

• **The Placebo Effect – the power of our own image of ourselves** – we can influence our physical and mental well being through a positive belief in a method or product.

• **The Pygmalion Studies – the impact of others' expectations of us** – an individuals' self-belief rises or falls to meet other people's expectations of them (especially those perceived to be in authority).

## Summary

Using AI as a core process means the coach asks questions to help clients find strengths to enhance rather than uncover weaknesses to correct. This focus on strengths helps people develop rapidly and find increased energy and motivation to address important

changes. Coaching with a positive psychological outlook helps clients see a balanced and honest self-perception of their capabilities and then construct the most beneficial, realistic and positive outcome. By appreciating and focusing on what is working and strong the coach unleashes the client's positive energy. The effect can be truly liberating.

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# Fifteen – “What’s right with these young people?”

Liam Black

“I’ve lost some friends and gained a family.” *Lloyd (22), graduate*

“I’m not nothing no more. I’m someone who matters.” *Georgina (20), graduate*

*Fifteen* exists to reach out to young people who are often disregarded in society – the focus all too often is on what’s wrong with them. *Fifteen* focuses on what’s right with them, providing opportunities and support through which they can find and develop the best in themselves. This involves a unique encounter with food and Jamie Oliver’s inspiring approach to cooking and service. But *Fifteen* is so much more than a chef training project. Food and cooking are the means to the end. The purpose is personal transformation for each young person.

*Fifteen* was created by Jamie Oliver in 2002. Millions have watched *Jamie’s Kitchen*, the Channel 4 show which followed Jamie’s ups and downs as he got to grips with the challenges of handling 15 tough young people who thought they might want to be chefs. *Fifteen London* continues to be a very successful restaurant and is currently recruiting its fifth cohort of 20 youngsters. *Fifteen Amsterdam* opened in 2004 and this year we will open in Cornwall and Melbourne. Our goal is to grow *Fifteen* into a global brand.

After graduation, our young move on a lot more confident, having made some life long friends and with a great chance of making a career at the top of the restaurant business. We don’t turn out fully-fledged chefs, but young chefs with a passion for the best produce, a good grounding in what real cooking in a busy kitchen is like and an ambition to become the best chef they can be.

Between London and Amsterdam we have, in four years, graduated more than 50 young chefs, and by the end of the year, after Cornwall and Melbourne open, we will be graduating about 60 a year. In time we aim to be seeing at least 200 a year pass through and up.

We work with young people who often come from troubled families, who have ‘failed’ at school and who have experienced homelessness, drug and drink problems, have been ensnared in the criminal justice system, and consequently have low self esteem, self defeating patterns of behaviour, and social networks that serve to keep them locked in to poverty and underachievement.

We are under no illusions that we can ‘fix’ them. We cannot sort out family problems, undo a criminal record or compel them to give up smoking weed. What we can do is provide them with more choices, open doors to new networks and opportunities and invite them to step through, helping them develop new skills to deal with their old problems.

## Difficult task

Having to leave your past behind is a difficult task and not all the trainees make it. At least one in four of the London recruits do not get to graduation. They might drop out because they commit another offence and go back to jail. They might discover they don’t like the hard work involved. They might turn out to have mental health issues which we simply cannot deal with. There are many reasons why.



In answer to the question “What do your mates think of you now?” 2005 graduate Lloyd Hayes replied, “I ain’t got no mates”. For him, to progress at *Fifteen*, he had to leave his old associates behind and build new networks for himself. The challenge to our young people should never be underestimated. We ask a lot of them.

We decided last year that we needed to build a culture of mentoring and coaching throughout the business. I was put on to OSC&M by a mate and, after a cold e-mail to Eric Parsloe, we have begun a partnership which is working really well. Led by the inestimable Mel Leedham, we are running a six-month course which will complete with six members of staff being qualified mentors and six others, including me, being qualified to teach mentoring to our franchise partners around the world. Already it is having a positive impact amongst us and we are actively listening up a storm, looking meaningfully into each other’s eyes and nodding encouragingly.

I am really enjoying it and actually get as much out of the sessions with my three mentee guinea pigs as I hope they do. In the next cycle I would like to see some of our graduates being trained up so they can mentor the ‘newbies’.

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The original *Fifteen* with Jamie Oliver.



# The team: the heart of executive coaching

Stephen Barden



**Executive coaching prides itself on its pragmatism – with its learning quickly applied in the work place. But are we clear enough about what that means?**

Where in 'the work place' do our clients apply their learning? What is the most immediate operational and strategic context for the chief executive, the executive director – or even the product manager?

For the CEO it is, surely, the board or the executive top team. For the director, it may be the top team or even their own divisional team. For the product development manager it may be the departmental or the product team.

Most – arguably all – of these relationships have the essential ingredients (or, at least, *aspirations*) of a team, as defined by our old friends Katzenbach and Smith':

*"...a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable".*

In the modern, knowledge based (or learning based) organisation, the most immediate context for our executive clients is the team. It is within these units that the modern organisation conceives, develops and delivers its products and services. It is not Apple, or even one person at Apple, that developed the iPod but a development team. It was not Johnnie Cochran who successfully defended O.J. Simpson in the murder trial in 1995 but the legal team.

Teams are the pivot points of the modern organisation – within which strategies are developed and delivered; and which, therefore, exercise the most significant influence on the learning and behaviour of the executives within them. So, why is the team and team coaching still peripheral both to our training of coaches and to so many executive coaching practices?

One colleague wrote to me:

*"If I was being really cynical about this, I might want to ask: is the term 'team coaching' a way for some management consultants to repackage their group facilitation skills so that they can tap into a growing/expanding market like coaching?"*

Another asked:

*"What is the difference between team coaching and team facilitation? What is the difference between coaching the team and coaching the individual?"*

While I think the debate may be academically valid, it is missing a vital point. The learning that executive coaches help enable will, in all likelihood, be used by their clients within a team context. And the dynamic between the 'returning' client and the prevailing team behaviour and culture will directly affect the sustainability of that new learning.

In simple terms, if we do not inform ourselves of the team context we may be

ensuring that our clients struggle to consistently practise their new learning and they may revert to old behaviour very quickly indeed. It is not sufficient to enable new behaviour in our clients; we need to ensure that those new skills can be practised and sustained in the appropriate context.

## How do we do that?

By *understanding* the context: enabling the client to understand the team as system and psychodynamic process.

By *experimentation* within the context: encouraging and coaching the client to experiment with his new learning in the team  
By *coaching* within the context: coaching the team itself as a unit – *when appropriate*.

*Understanding*: both the coach and the client need to be able to enquire into and reflect on the client's impact on his colleagues – and, of course, the team's influences on him; the team's ground rules and their constraints on current and future behaviour; the structure of the team and its positioning within the greater organisation; its values, behaviour patterns and purpose; the official and unofficial roles of its members; and the possible strains that the new learning may bring to the team and, perhaps, to the wider organisation.

*Experimentation* with the new learning is equally essential: it is another dimension of the 'safe' environment afforded by coaching. It may, perhaps, not be as safe as the detached dialogue but it is still a defined opportunity to practice, reflect and adjust within the auspices of that dialogue.

## Coaching the team

If the team is vital to executive clients, why not have done with it and coach the team?

When we coach a team, we need to be clear that *the team* is the client – and not one of its members. So, we cannot coach the team simply to enable the performance of an individual client. We coach the team as an entity towards its own outcome. That does not mean we should not coach the individual members as well, within a balancing process. Sometimes, in fact, it may be desirable.

Team coaching is on a different point of the learning continuum from that of individual work. The former focuses on the empowerment of the group to operate as a single unit through the management of *complementary skills and roles*. The latter focuses on the empowerment of the individual to manage themselves, their skills and their relationships with others.

The key issue – it would seem – is that the 'management of complementary skills and roles' within a team is best accomplished once a degree of individual self-awareness and management has been enabled.

## When is it 'appropriate' to coach the team?

A team may be coached when it is no longer aligned with its purpose. That can occur when: The organisation has changed its focus and a key team is having difficulty in following suit. The team leader has – perhaps through individual coaching – become aware of the need for a new purpose and the teams needs to re-visit its key elements.

When the team members are no longer acting towards a single purpose because of, for example, conflicting interests or systemic imperatives.

## When is it *not* appropriate to coach the team?

When the team's purpose is not the focus of the development. This could be the case if: The focus of the coaching is to enable a team member as individual.

A team member is manifesting relationship or performance problems.

## But is it really *team coaching* – or is it, simply 'team facilitation'?

In other words, is this the stage when the coach hands over to a facilitator? Team facilitation, says the University of Washington, helps "improve the productivity of a work group or team by clarifying team or meeting goals, facilitating dialogue among members through introduction of icebreakers or team building exercises, and by helping resolve inter-personal conflicts which occur during or between meetings"<sup>2</sup>.

It enables the *process* of a team. Or as another organisation puts it, facilitation is useful when teams "need to work together on their process of working..."<sup>3</sup>.

Executive coaching, on the other hand, enables (sustainable) learning by a journey in which:

- The client is enabled to reach that outcome through personal responsibility and self awareness.
- The process is pragmatic and outcome based.
- There is a transparent dialogue of equals between coach and client.
- The process is self-generating; the client is enabled to continue with their own learning.

An essential ingredient for any team is that it is *aware* of itself as a team; as a single unit with a coherent set of values, rules and goals; and with mutual accountability of its members. How different is this to the self-awareness and personal responsibility expected of individual executives as a foundation for their learning?

It is from this base of self-awareness that both the team and the executive can go on to manage their skills and relationships – towards clearly identified and pragmatic outcomes.



Coaching requires a transparent, trusting dialogue. Can there be a transparent dialogue of equals between the coach and all the team members in team coaching?

The short answer is that there is only one client: the team. As for trust, it is not an essence but an activity; we create trust by the way we behave towards one another: by the transparency, respect and support we display towards one another. We don't always have the luxury of choosing those whom we have to trust. And team coaching is an important arena within which we can learn how to build trust for *specific purposes*.

One area which, in my experience, favours team coaching is that of self-generating learn-

ing. Effective team coaching enables the development of complementary roles and skills to deliver the purpose and goals of the team. In addition to the leadership role (or roles) other functions can be developed to ensure the ongoing learning of the unit. One such role – which I have found to be of enormous value – is that of internal coach. It is this person who monitors behaviours and values; and prompts reviews and adjustments.

There's nothing like a portable conscience as an antidote to dependency.

### In summary

Executive clients will invariably use their learning in a team context. Executive coaches need to ensure that both they and their clients are

sufficiently prepared by:

- Clearly understanding the systems and psychodynamics of teams.
- Ensuring appropriate experimentation, review and adjustment of new behaviour within the 'home team'.
- Executive coaches need to recognise when it is most appropriate to coach the team itself.

1 Katzenbach, J.R. and Smith D.K. (1993). The Wisdom of teams: Creating the high-performance organization. Boston: Harvard Business School. (p.45)

2 [www.washington.edu/admin/hr/traindev/customized.html](http://www.washington.edu/admin/hr/traindev/customized.html)

3 [www.syntagm.co.uk](http://www.syntagm.co.uk)

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## The mentor in the manger\*

Michael Carroll

Once upon a time there were four individuals who lived together in the same house. They were all life and executive coach/mentors. Their names were a bit unusual. They were called:

**Power-Over** (nicknamed Boss)  
**Power-With** (known as Hippie for short)  
**Power-Through** (often referred to as Action-Man)  
**Power-Within** (affectionately renamed Anchor)

They coached and mentored differently, each, as you have probably surmised, in accord with his name. Power-Over was very clear that people came to him because they wanted to be told what to do and Power-Over did just that. He was an expert, knew all the up-to-date research and understood that people expected him to be an authority.

Power-With, on the other hand, was very non-directive and collaborative. He established brilliant rapport and worked with his clients co-creating solutions (as he put it).

Power-Through was a performance coach, an action person. He got things done and focused with his clients on behaviour and behaviour change.

Power-Within was very reflective, even a bit introspective. He felt that his clients needed inner power (self-authoring or self-actualisation, to use his terms) and was known to resort occasionally to counselling when needed.

### Potential

One Christmas evening a well-known coach and mentor was making his way home to Oxford. He was tired and weary and a snowfall forced him off the main road into the small village of Potential where our four coaches/mentors lived. Would you believe it, his car broke down just outside their house and, attracted by the bright lights and the candle in the window, he knocked on the door and wondered about a room for the night. The four coaches laughingly told him there was indeed a 'room at the inn' and proceeded to make him warm and welcome and invited him to dinner and a warm bed for the night. Later that evening, over brandies and mince pies, they came in turn to talk to him. Each complained about the others. Power-Over was too authoritarian and made people dependent on him, Power-With was too tentative and decisions were never made,

Power-Through was so action oriented that he never stopped to think and Power-Within was so reflective that he never got anything done. Like a good coach, Eric\*\* heard them out, nodded wisely and suggested he meet the four of them after breakfast on Christmas Day.

That night Eric stayed up late thinking deeply about the four coaches and their problems and by dawn, as a star appeared in the East, he knew what he had to do. After breakfast he gathered the four together and spoke to them. "You are all wonderful and committed coaches and mentors," said Eric, "and each of you has named a bit of the elephant with which you have been in contact. Each of you has been given a piece of a jigsaw but just a piece". Eric was known for his visual approach to learning – hence the metaphors, mixed admittedly, but nonetheless effective. "Put the pieces together," Eric went on, "and discover what an amazing Christmas gift you have". And they did. No sooner had Eric left than they called in a team supervisor called Gabrielle and with her help they proceeded to combine their efforts.

Power-Over now became the safety net, holding anxiety and worry and providing support and protection, Power-With became the partner in a learning journey ensuring that the growth of the client was the focus, Power-

through worked on effective change and behaviour and ensured that good ideas were translated into good action and Power-Within brought confidence, identity and strength to the individual. And would you believe it, over time the four individuals worked so well together and became so good at coaching and mentoring that they merged beautifully together and became one person. If you visit that house in Potential today you will find it occupied by one amazing coach.

It has been said there are parallels between this story and another well-known Christmas story. I wonder.

\*There is another version of this Christmas story that is called 'While Coaches Fleece their Flocks by Night' but that title has not been used here because it does not seem to capture the true Christmas spirit.

\*\*Eric, coincidentally, was the name of the Oxford coach but he was not related to Eric Parsloe, even though they both lived in Oxford and greatly respected each other.

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# The challenge for the coaching profession

John Whitmore



**Coming from a place of caring, sharing and collaboration in the current 'never enough' business culture of fear, acquisition, possession and competition, is indeed a challenge, or so it would seem. It may, however, be easier than we think; we may find there is little to lose, and our future may depend on our ability to manifest such qualities. Indeed if we are to take the bigger vision of coaching to business, that of creating a better quality of life for all, we must 'be the change we wish to see in the world' and become role models of collaboration ourselves. So how are we doing on that count?**

Since its arrival in the world of work some 25 years ago, followed by 10 years of becoming accepted and established, the coaching industry has grown exponentially. Such fast progress is inevitably accompanied by growing pains but they have been less traumatic than might have been expected, and less energy consuming than the psychotherapy profession experienced at a similar stage in the 1960s and 70s.

The majority of workplace coaches have come from three areas, from sport, from psychotherapy or as dropouts from the ravages of corporate life as consultants, trainers, HR professionals or executives. Those coming from sport brought expertise in high performance, those from psychotherapy have contributed in the areas of life coaching, stress management, and personal psycho-spiritual development; HR people are strong on career development and ex-corporate consultants or executives often combine coaching with mentoring in their areas of expertise. Of course the divisions have become blurred over time and many coaches move comfortably in all of these areas in line with the coaching principle that you do not have to be an expert in a field to coach in it.

More coaches with less history are now entering the profession, and coaching schools to meet their needs have sprung up, ranging from the on-line instant coach variety to modular courses leading to an academic diploma or degree. Several self-styled 'governing bodies' or umbrella associations have emerged of which the International Coach Federation was the first, originating in the United States but with regional outreach in Europe, the Nordic countries, Australasia and elsewhere. The European Mentoring and Coaching Council, and the Association for Coaching followed in the UK; then the Worldwide Association of Business Coaches in Canada and a number of others surfaced. Each attempted to occupy a slightly different territory, cater for a different type of coach, or offer a different service to members or groups. Some became involved in coach education or accreditation, while others claimed the high ground in devising standards and ethics.

## Collaboration

After a fantasy flirtation with the idea of becoming 'the Global Coaching Governing Body' for a short while, most of these associations accepted that this was not to be, and settled for the compromise of a niche role and/or collaboration. Each probably found that working together was easier said than done

and that when differences arose, it always seemed that it was 'them' who were not as elevated as 'us', and 'them' who were holding things up. As is often the way, it is all smiles on the surface, but a mildly guilty grumble behind the scenes.

Likewise small coaching companies and consultancies both compete and co-operate with one another in ways dependent more on the mood and the day of the week than any cohesive intent. This is especially so when coaching reaches a new territory or country. The first there on the ground feels that it owns coaching and then a second organisation, often bigger, enters the game. Now the first feels usurped and faces the uncomfortable choice of being subsumed within, or playing second fiddle without. Notions of 'unfairness' and 'we are better than them anyway' are entertained, if not expressed.

Of course there are a few – happily few – coaching companies that are unashamedly about making money and little else, and to hell with collaboration, the competition and the client too, in the end. Their values are transparent to all but themselves, the coaches that join them and the least discriminating potential clients. Fortunately they will fall by the wayside sooner or later, but not before someone has made a pile, and a few others have lost their way.

As for the rest, what lies at the root of these good intentions, and also the squabbling? The short answer is evolution, and the lack of it, respectively. There are many evolutionary models that apply equally to individuals and groups, ranging from the simplest three stage models like Firo B, (Inclusion, Assertion, Co-operation), to the elegant multi-coloured Spiral Dynamics. The most widely known is Maslow's Hierarchy of Needs, so that is the one that I will refer to here. Our dominant Western culture collectively is currently at the lower Esteem level, better described as the need for Status and Recognition. We have an economic structure commensurate with that consciousness; capitalism rooted in acquisition, materialism, and self-importance at the top and survival at the bottom.

It is not surprising, therefore, that our most common social attitudes and behaviours are products of that same consciousness and the system that it spawns, so competition, protectiveness, mistrust, command and control, are the norm and habitual in our culture. Since our psycho-spiritual evolution has been

slow, in the past at least, many people go as far as to believe that these less than pleasant qualities are endemic to human nature. Any amateur psychologist or professional coach knows better, but that is the way much of society sees it, that is the environment in which we grew up, and some of it remains with us, despite the work we may have done on ourselves.

## Schizophrenic

Is it a wonder then that when we try to collaborate, for that is what our higher aspirations are, our competitive, protective, fear driven attitudes and behaviours sneak out? It is not surprising that we find it hard to get our associations, our companies and even ourselves, within our own organisations, to collaborate. We are schizophrenic; we want to, at the higher level, and we don't want to, at a more primitive level within ourselves. Of course on the outside we speak of the good stuff like trust and co-operation, but our behaviour does not quite live up to our good intentions. Like most psychological change, it is easier to do the new stuff than to give up the old, but without giving up the old not much will change.

We coaches are aware of this problem because the biggest part of ourselves is almost certainly getting up into the Self-Belief or Self-Actualising level, and from any level it is easier to see the previous ones, than the ones ahead. Most business people have some notion of the higher levels too, but the lower levels still dominate their experience, or their need for conventional or corporate security holds them hostage. They can't or won't give it up.

Exceptional business people, the all too rare Ray Andersons and Ricardo Semlers of this world, are themselves entirely in those higher levels, and by their extraordinary achievements, they are a living demonstration of them – having rid themselves of their fears and their old consciousness. In fact, their consciousness, in my view, may well be ahead of that of many coaches.

If we coaches are going to help business people to reach these levels, and I would argue that this is essential for human survival in the not so long term, we had better have reached at least that level of consciousness ourselves. Our continuing internal competitiveness indicates that we are clearly not there yet. To get there, we need to actively engage in personal development work beyond that of training to improve our coaching skills, and



that would take us inevitably into the transpersonal or spiritual arena. As coaches we can no longer afford the lazy luxury of not going into that space – or if we choose not to move on in there, we need to acknowledge the limitations on our ability to work with more advanced individual clients or the more progressive corporations.

Of course the assertions above are based on the assumption that we cannot use transpersonal coaching techniques to best effect, unless we are ourselves embarked on a transpersonal journey. In the latest edition of my book, 'Coaching for Performance', I have attempted to make such techniques as user friendly as possible, and, in a pragmatic, way they will work to a degree anyway, but how much is our being also a part of the system in play? In any event, if a client is 'going transpersonal', do I not have a duty to tell him or her if I myself am not there yet? The jury is out on this for me.

### Tendency to compete

Of course another aspect of Maslow's hierarchy is relevant when we look at the youthful creators of some coaching companies. An essential stage in personal development is moving beyond the self-interested level of status and recognition into self-belief, and that liberates us from fear. One vehicle for this right of passage is having competed successfully in the business game. Fortunately, I and others emerging from sport usually worked out much of that stuff back then, and have less of an unrequited need to play the competitive game as a coach. Some younger entrepreneurial coaches suffer from a conflict of interest as they work out their own stuff through their colleagues and even their clients at a lower level. This is an argument for getting coaches to work out their competitive needs in some other field before, lest they blight the industry with their personal process – but of course that may seem a little harsh. It does mean, however, that they should be aware of their tendency

to compete, and make a conscious decision to co-operate when appropriate.

There are others who, in every other way, are embarked on their journey, but are still in the grip of their own fears of inadequacy, their need for recognition and their desire to hold onto what they have. They too have a hard time collaborating, even with their erstwhile colleagues, lest they somehow lose something. This is especially true in the coaching field around copyright issues. They use techniques, exercises, models and PowerPoint visuals in their teaching of others to become coaches, but then become protective of their material. This is schizophrenic behaviour.

What pray are they going to lose? Don't they want the coaching industry to succeed? Don't they see that they will be the first beneficiaries if their colleagues, other coaches and their clients do a great job? Are there not plenty of people out in the world who need what they have to offer, for them to release their fear of sharing? Do they not want the next generation of coaches to stand higher on their shoulders?

I am reminded of the premier sports promotion company, IMG, a number of years ago. When founder Mark McCormack discovered that here was a limit to the amount of sponsorship money he could generate for his golf clients because golf had a limited profile as a sport, he decided to promote golf itself. The result was that all competitive golfers benefited, his own players and their competitors too, but was that bad for anyone? No.

When we share, people trust us and they share in return or simply because of the role model we are. This is moving beyond, "Well, I'll share when they share," to "I'll share anyway, whatever they do". When we all share, we all do our job better. When we do our job better, as midwives of human consciousness, the corporate community gets better and they in turn improve the planet rather than take from it.

### Role model

Come on coaching organisations; let us truly, willingly collaborate with one another, including the willingness to give up a little, to compromise, in order to raise our vision in the profession and beyond. Come on coaching companies and consultancies; find ways of working together to give clients what they really need. Let us begin to recommend each other to clients, if you honestly recognise that another provider is better equipped to meet the client's need than you are. Think about the respect you would gain from both client and competitor for so doing – if you must justify so doing with a pay off. Come on you fledgling coaching companies in countries new to coaching; get together to enable coaching to be a healthy role model right from birth. And come on individual coaches in and outside organisations; cut the copyright crap, share all you have and let coaching put its best foot forward all the time.

These sorts of behaviours are just what we want, or should be wanting, the business community to be adopting for the good of all. What stops us doing it then? Fear, of course, fear that we might be left out, fear that we might not measure up, fear that our weaknesses might show, fear that we won't win, fear that we will be seen as weak and a million other fantasy fears.

Hey, the coaching industry needs some coaching. The Inner Game, the purest basis of workplace coaching, is predicated upon us recognising and eliminating the internal obstacles to our becoming what we may be, and fear is the greatest of those obstacles. If we expect to shift business from the Fear paradigm where it is ensconced now, into the Trust paradigm where it needs to be. Do we, ourselves, not have to make the shift first?

"If you wish to change the world, with whom do you start, yourself or others?"

*johnwhitmore9@aol.com*

## UK ICF response to Sir John Whitmore's article

Richard Bentley

**John Whitmore presents a vision of a world built on trustful collaboration rather than divisive fear. What role can coaching play in realising that vision?**

Coaching is by its very nature a collaborative process focused on releasing human potential. The fact that an increasing number of organisations are embracing coaching is, therefore, in itself encouraging. As is the fact that the leading coaching associations in the UK are meeting regularly, and have been for the past two years, to identify and build on what brings them together rather than divides them.

Furthermore, on the global front, the International Coach Federation would not have grown to over 9,000 members in over 30 countries without extraordinary levels of collaboration.

Should we, perhaps, trust that this 'bottom up' process, despite its imperfections, could eventually build to become a key part of the shift from fear to trust that the world so badly needs? Are we in fact witnessing the process of 'emergence', so fascinatingly described in Steven Johnson's book of the same name, where a collective intelligence emerges when enough individual elements interact and organise themselves – even though no one is in charge?

Our current challenge as a profession seems to be finding the most effective way (to quote from ICF's own mission statement) 'to expand awareness of the contribution coaching is to the future of humankind'. To achieve this both coaches and coaching organisations need to be seen to deal with each other in an

atmosphere of collaboration and trust.

Perhaps the first quality we can model as coaches in seeking the way forward is humility – a recognition that our perspective is just one of many possible and that we need to engage in a productive dialogue with the business world to reach a deeper understanding of the potential benefits of coaching to organisations... and to society.

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Coaching Solutions Director, Results  
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# A guide to professional standards

Eric Parsloe



## EMCC competency map

### Process

- Building the relationship
- Maintaining the relationship
- Session management
- Evaluating process and outcome
  - Contracting
  - Record keeping
  - Review process
- Transfer of learning
- Development planning
- Terminating the relationship
- Evaluating practice

### Domain specific knowledge, expertise and focus

- Therapeutic approaches and practice
- Corporate knowledge
- Psychological and psychotherapy models
- Management/leadership knowledge, skills and experience
- Organisation development theory
- Learning theory
- Artistic and creative skills
- Business focus

### Professionalism and building a practice

- Professional practice
- Continued professional development
- Business development
- Professional discipline
- Professional citizenship

### Self

- Self-belief
- Self-awareness
- Self-development
- Self-management

### Skills

- Problem solving and creativity
- Systems thinking
- Assessment skills
- Knowledge base integration

### Values and approach

- Belief in others
- Integrity
- Valuing diversity
- Political awareness
- Flexible approach

### Communication

- Listening skills
- Empathy
- Promoting understanding
- Asking questions
- Communication style
- Feedback

### Facilitating

- Goal focus and achievement
- Supporting independence
- Working with attitudes, beliefs and behaviours
- Developing internal motivation
- Advice and advocacy
- Managing others' emotions
- Developing leaders

## EMCC standards framework

The standards framework consists of three levels: Foundation, Practitioner and Masters. This is based on recognition of different levels of training and experience.

The EMCC is working from an equivalence model that encompasses the range of experience in the field. This approach is designed to enable programmes to apply to the EMCC to co-operate with benchmarking their standards against those currently agreed by the EMCC. These standards will be subject to further research and, in collaboration with others, will evolve over time to ensure that they continue to reflect appropriate standards of professional practice.

### Foundation (short courses)

*These are, typically, five-day courses, delivered at level five of the Quality Assurance Agency's standards for higher education.*

The purpose of this level is to recognise standards for those providing coaching/mentoring as part of their existing role. It is particularly appropriate to those in roles such as line management, for whom coaching/mentoring forms an important part of the activity in developing others. This level assumes that coaching/mentoring will be provided within a specific context known to the candidate.

It is recognised that some short courses are offered to senior professionals who operate outside of their existing role. The EMCC will specifically identify the quality award of such courses as suitable for senior professionals.

The purpose of this is to recognise standards for those providing coaching/mentoring outside of their existing role or known organisational context. It is particularly appropriate to those in roles such as senior



management for whom coaching/mentoring forms an important part of the activity in developing others at management levels. It would also apply to those who bring a considerable level of experience to the role who, for example, might be mentoring a community leader dealing with complex issues. This assumes that coaching or mentoring will be provided beyond a context known to the candidate but within their existing area of expertise.

### Practitioner courses

*Practitioner courses (PG Certificate worth 60 credits and PG Diploma worth 120 Credits) at level seven of the Quality Assurance Agency standards for higher education.*

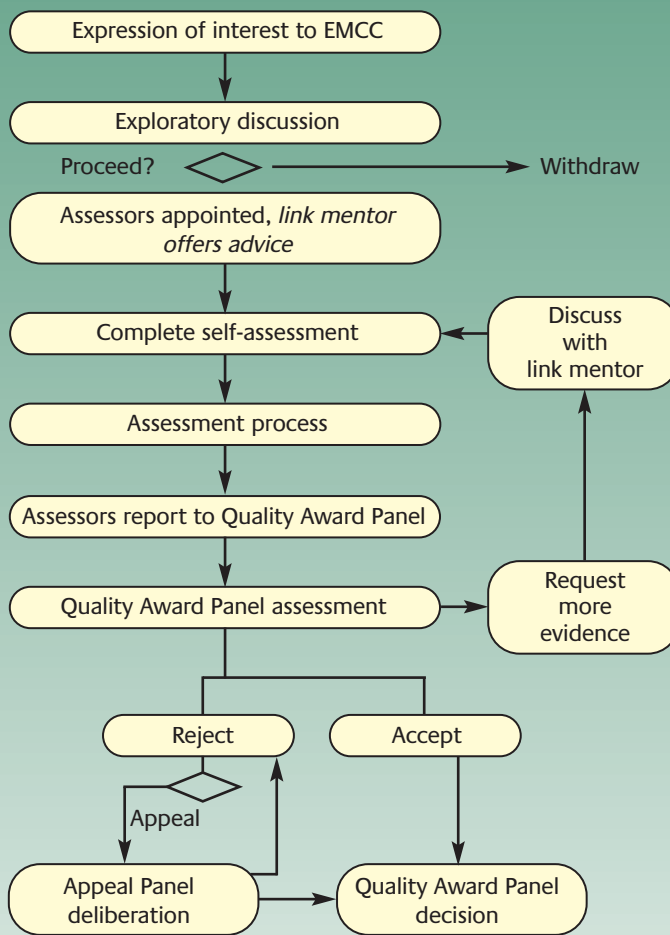
This level is aimed at those who will function as practitioner coaches or mentors either within their organisation or providing services to clients more widely. It is the minimum professional level of training which the EMCC will quality award as such, and assumes competence to practice based on training and experience equivalent to a post graduate certificate in coaching/mentoring. The emphasis is on practice and its evaluation. Some programmes also offer a PG diploma and this will also be considered within the practitioner level, although could be identified as an advanced programme.

### Master courses

*Master courses (180 credits) at level seven with the Quality Assurance Agency standards for higher education.*

This level is aimed at those who will function as master coaches/mentors either within their organisation or providing services to clients more widely. It is a higher professional level of training. The quality award at this level assumes competence to practise based on training and experience equivalent to a masters degree in coaching/mentoring. The emphasis is on practice and its evaluation and the critical development of the profession through work based research. Practice at this level assumes core competence in either specialist areas or in the supervision of others.

## Flowchart of the EMCC professional quality standard award application process



## A 'new' CIPD certificate in coaching and mentoring

This certificate meets the new CIPD coaching and mentoring standards which offer organisations guidance on when to use a coach, how to choose the right coach and how to manage the coach's services for maximum business impact. It provides a platform to study both theory and practice and is accredited in the form of associate membership of the institute on successful completion.

The certificate is suitable for HR professionals, training and development practitioners and line managers who use coaching in their job or who are responsible for coaching programmes in their organisation.

On completion of the programme you will be able to:

- Identify and advise on how coaching and mentoring links and supports business improvement

- Specify the effects of coaching and mentoring relationships in relation to organisational climate and culture
- Build a positive coaching and mentoring relationship
- Support individuals in clarifying development needs
- Develop a coaching and mentoring plan, gaining agreement for stakeholders and learners
- Use a range of strategies to meet the needs of the individual which support contemporary performance management techniques
- Monitor, reflect on and critically evaluate coaching and mentoring relationships and processes
- Explain the current legal framework and professional codes of practice that support effective coaching and mentoring



## ENTO national occupational standards proposals

This is an extract from the ENTO framework document. Full details of the work of the National Steering Group who helped ENTO develop these standards can be obtained from the ENTO website [www.ento.co.uk](http://www.ento.co.uk)

Coaches and mentors practise in the workplace at many different levels and their work environment also includes the community setting: skills coaching; through job centres; community learning and training; clients of voluntary organisations.

### The key purposes of coaching and mentoring

- To enable the coachee or mentee to recognise and maximise their potential
- To help the coachee or mentee to develop their knowledge, skills and competence
- To enable the coachee or mentee to improve their performance
- To enable learning and development
- To enable the coachee or mentee to identify and clarify goals and aspirations
- To raise awareness and generate personal responsibility
- To enable the coachee or mentee to identify barriers and work towards removing them
- To enable the coachee or mentee to become aware of the full range of issues which may impact on performance
- To enable the coachee or mentee to explore options and make choices
- To enable the coachee or mentee to learn and take planned action

### The key values and principles of practitioners

Underpinning the suite of national occupational standards, the key values and principles of practitioners must be to:

- Demonstrate empathy, sensitivity, compassion and respect for the coachee or mentee
- Be a self-reflective practitioner and undertake continuing professional development
- Act in an open, honest and ethical way and agree those ethics with all relevant parties
- Establish and maintain professional relationships with all key stakeholders to ensure no conflict of interest
- Demonstrate a willingness to question their own understanding, assumptions, beliefs and values
- Respect boundaries and confidentiality
- Demonstrate unwavering belief in the inherent potential of all individuals to learn, develop and achieve higher performance
- Recognise that the responsibility to change lies with the coachee or mentee
- Act in a way which balances the needs and interests of all key stakeholders
- Recognise the potential of all individuals to learn and develop
- Value diversity in all its forms
- Recognise the boundaries of coaching and/or mentoring and to be aware that referral of the coachee or mentee may be necessary
- Encourage the independence of the coachee or mentee

### The key functions of the coach or mentor in a work environment

1. Establish communication with stakeholders and agree contract.
2. Establish the working (initial) relationship with the coachee or mentee.
3. Work within an ethical framework.
4. Prepare for the coaching session.
5. Prepare for the mentoring process.
6. Set up and maintain the mentoring relationship.
7. Explore goals and options with coachee or mentee.
8. Enable coachee or mentee to progress towards their goals.
9. Give mentoring support.
10. Review progress and achievements with coachee or mentee.
11. Manage and reflect on the coaching or mentoring process.
12. Conclude and evaluate the coaching or mentoring process.
13. Enable the coachee or mentee to access alternative services.
14. Interact with the coachee or mentee using a range of media.
15. Reflect on and develop own coaching or mentoring practice.

These 15 key functions have been broken down to units of activity, then to elements of activity within that unit. The units and elements contain specific knowledge, skills and understanding competencies and performance criteria, (e.g. reflective feedback, listening and questioning, confidentiality).

In addition to the key functions and activities, the following units have been incorporated as it was felt that these added to the body of competency and professional practice.

16. Make use of supervision in coaching or mentoring practice.
17. Provide support for other practitioners.
18. Operate within networks for coaching or mentoring.
19. Ensure your own actions reduce the risks to health and safety at work.
20. Work within an organisational setting.
21. Use evidence based theory, research and practice.
22. Develop and manage independent coaching or mentoring practice.
23. Manage personal caseload.



# Do any of these sound familiar?

- Senior director looking for better performance from your people?
- HR professional introducing or extending coach-mentoring programmes within your organisation?
- Training professional looking for a cost-effective method of developing coach-mentoring skills?

## All the tools you need – in an easy on-line package



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The Oxford School of Coaching & Mentoring is part of The Oxford Total Learning Group

# A personal reading of Homer's *Odyssey*

Erik de Haan



It is amazing how much insight *The Odyssey*, one of the oldest books in Western literature, can give us into something as apparently modern as 'mentoring'. To show how instructive it can be to revisit the classics from time to time, I gladly share my own reading of Homer's *Odyssey*, an epic tale that was probably written in the 8<sup>th</sup> century BC and deals with events which are thought to have taken place in the 12<sup>th</sup> century BC.

When *The Odyssey* begins, Odysseus has already been travelling for 20 years: 10 years of participation in the great war against Troy and another 10 because Poseidon has scattered his ships over the seven seas. Athena and her uncle Poseidon had been on opposing sides in the Trojan War, where each supported a different party. Athena outwitted her uncle at the 11th hour with her idea of the 'Trojan Horse'. In the opening words of *The Odyssey*, Athena manages, with a great deal of difficulty, and only thanks to the fact that Poseidon is away travelling, to persuade the other Gods to lift the barriers on Odysseus's home-coming.

Home for Odysseus is the island of Ithaca, where his exemplarily loyal wife Penelope and their son Telemachus, now a young man of 20, yearn for his return. When he left the island, Odysseus advised his wife to re-marry if he did not come back, hence the crowd of suitors in Ithaca all clamouring for the hand of Queen Penelope. Using a series of tricks, she has managed to put off any

new wedding, but she will not be able to hold out much longer.

Meanwhile, the suitors are working their way through the family's fortune. Telemachus, who is powerless to stand up to them at home, decides, on Athena's advice, to break away and go to find his father. He is accompanied on his travels by Athena, disguised as Odysseus' good friend Mentor. In the end, Odysseus returns to Ithaca before his son and, together with Telemachus and Mentor, puts an end to the tyranny of the suitors.

The bulk of *The Odyssey* recounts the journeys of Telemachus and Odysseus, in an ingenious manner involving flashbacks and parallel cuts. However, for me it is Athena who is the real protagonist of the *Odyssey*. While Odysseus, as Poseidon's victim, is primarily occupied with a succession of perilous, sometimes crazy but usually heroic, adventures that will gradually bring him closer to his home and faithful spouse, and while his son Telemachus only has to

make a rather risk-free journey to the peaceful Peloponnese, and fails to achieve any specific results there, Athena undertakes an ambitious and compelling reconciliation with her father Zeus and a fight to the bitter end with her angry uncle Poseidon. Athena is the real heroine of *The Odyssey*, precisely because she brings about her heroic reconciliation not in the role of protagonist but in the role of helper and coach to the house of Odysseus.

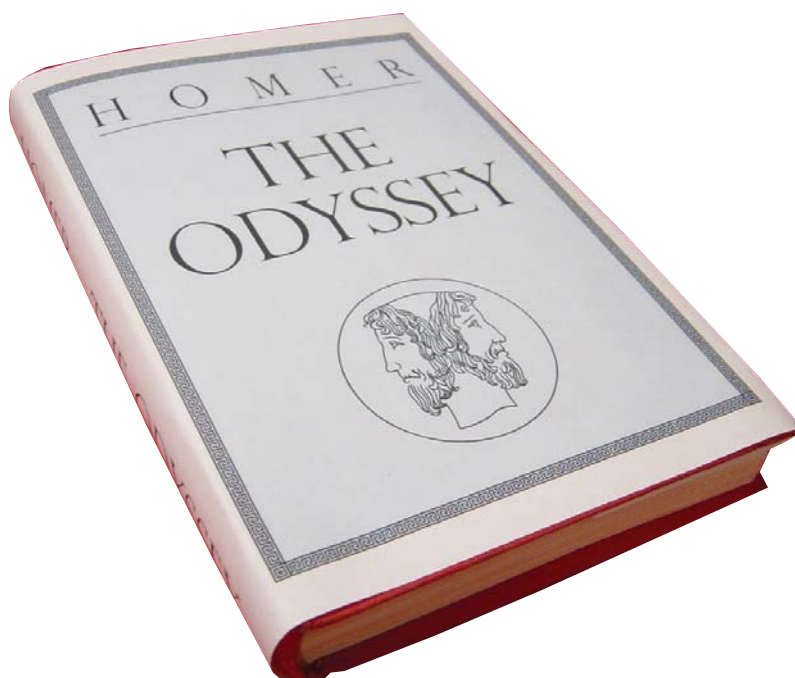
To achieve this, she assumes the form of Mentor, whom we therefore re-encounter three times: as himself, standing up to the carousing suitors in the public assembly (book two); as an incarnation of Athena, accompanying and helping Telemachus on his long journey (books five, six and seven); and again, as an incarnation of Athena, telling Odysseus how and when to fight and, most notably, how and when to stop fighting and let peace return to his island (books 22 and 24).

For humans *The Odyssey* tells the story of Odysseus' return but, for the Gods, the *Odyssey* recounts the victory of Pallas Athena, the Goddess of female intelligence and the arts, and a personal coach, over destructive male forces of nature personified by Poseidon.

## Background and definitions: Mentor and Kocs

When considering the distinction between *mentor* and *coach*, it is interesting to look at the original meanings of both words:

*Mentor* is introduced in Homer's *Odyssey* as





an old friend of the family. The goddess Pallas Athena assumes his form as a disguise in order to help Odysseus and his son. Both Mentor and Athena have wide experience and knowledge of the situation, and advise and assist Telemachus and Odysseus. A typical example of Mentor's mentoring style can be found in book 22: 'Come hither, friend, and stand by me, and I will show thee a thing'.

*Coach*, on the other hand, is defined in the dictionary as a 'large, closed, horse-drawn carriage with four wheels which conveys highly regarded individuals from where they were to where they want to be'. The coach is therefore a vehicle, a way of getting from A to B, rather than a person who contributes knowledge or experience and gives instructions.

In my view, this is the main difference between a mentor and a coach: one is a more experienced professional who contributes his or her own expertise; the other is an instrument in the coachee's learning who is not necessarily familiar with or experienced in the coachee's field of work. The word 'coach' comes from the name of the Hungarian village Kocs, where a distinctive carriage was produced in the 15<sup>th</sup> century.

For me, the history of the word symbolises a gradual shift of emphasis in our society: From craftsmanship (Kocs' carriages); to industrial production (railway carriages, motorised coaches); to knowledge-intensive services (from 1830 'coach' was Oxford University slang for a tutor who 'carries' the student through the examination process); to emotionally intelligent services (20th century: executive coaching).

If we go back to the origins of these words, the coach is a 'vehicle' for getting from A to B, or a sort of 'umbrella' term or a *container* with the coachee as the *contained* within a dyadic relationship. A coach does not contribute any knowledge him- or herself, but promotes and develops the knowledge of the coachee. A mentor, on the other hand, is an 'experience expert': an experienced professional who contributes his or her own experience to the mentoring relationship.

### Modern trends in coaching and mentoring

The role of mentor is enjoying increasing popularity in many organisations, which are keen to work with mentors for the purposes of work-related learning and the supervision of professionals. In the role of coach, which was previously reserved for external consultants and managers nearing retirement, we are seeing more and more internal coaches who are specially trained for the job.

Coaching is now a widely-used instrument

for facilitating organisational renewal from within. In translating age-old traditions to new interventions, three important trends stand out:

From *remedial to developmental*. The negative stigma that used to attach to managers who needed a coach for their professional development now appears to have been replaced by a positive status, associated with the fact that the manager is evidently important enough to the organisation to merit the investment in coaching.

From *sectarian to integrative*. Most training courses for coaches, but also handbooks and scholarly articles, have been developed on the basis of a single guiding approach. As a result, they are often at odds with coaches who tackle things differently. After the ongoing integration within psychotherapy in the past decades, as in the combination of cognitive and behavioural therapy to produce CBT (*Cognitive Behaviour Therapy*) and the emergence of integrative therapy, the time seems to have come to practise the discipline of coaching from an integrative perspective.

From *quackery to expertise*. This is perhaps the slowest development of the three, because it is being hampered by the heightened popularity of coaching and the quickly increasing numbers of coaches. The profession of coach is still little protected,

although more and more coaches now work to a sound and transparent code of conduct, submit to regular and professional supervision and have participated in a recognised process of accreditation. For example, my own organisation, the Ashridge Business School, is presently finishing an internal programme that has put all of its executive coaches through an intensive accreditation process.

Finally, I would like to return to *The Odyssey* as I believe it should be studied by coaches if only for the fact that our own coaching processes can be a real odyssey for our clients. They are usually full of unexpected encounters with demons, similar to the prototypes in *The Odyssey*, such as the primitive cannibal Polyphemus, the devouring monster Scylla, the monstrous whirlpool Charybdis, the tempting Sirens and the enchantresses Circe and Calypso. Moreover, in the appearance of Athena/Mentor, *The Odyssey* shows how coachees will take their coach with them outside the sessions.

The many Greek gods and demons help us to consider and study our clients' inner demons and ambivalences. Athena personifies very well the concept of a 'guardian angel', which in coaching can initially be personified by the coach and later, hopefully, fully internalised by the coachee.

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# Diversity and the mentoring connection – part one

David Clutterbuck



**I shall write from the perspective of a different world from the one that many of you are working in – the world of mentoring in employment. There is a whole raft of experience in terms of the management of diversity mentoring programmes. There are lots of parallels that you may be able to tap into. We can encapsulate diversity in mentoring by saying that it is about valuing difference. The 'value' part is as critical as the 'difference'.**

Organisations that focus on the equal-opportunities issues tend to get less value from their interactions with people on the programmes that they create than those which focus on diversity management. If you are just looking for numbers what you get is numbers, but if you want to create attitudinal change and an environment in which you can use the talents of all of the people in an organisation most effectively, then you have to focus on diversity management rather than equal opportunities. You need to get people to want to work together and to share with each other and value the learning from each other.

Equal opportunities	Diversity management
<ul style="list-style-type: none"> <li>• Issue (problem) focused</li> <li>• Tactical emphasis</li> <li>• Focused on a small number of defined groups</li> <li>• An HR issue</li> <li>• 'Hard' targets (get the numbers)</li> <li>• About enforcing the distribution of power, privilege and advantage</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity focused</li> <li>• Strategic emphasis</li> <li>• Aimed at everyone</li> <li>• Issue owned by everyone</li> <li>• Changing the culture along with the thinking and process that support it</li> <li>• About increasing collaborative endeavour and sharing</li> </ul>

In one large company we were working with recently, we persuaded them to make it part of people's developmental portfolio to go and talk to a number of people who are totally different from themselves and see what they can learn from them. This is part of their 'learning journey' every year.

There are lots of advantages for individuals in having a proactive approach to diversity:

- Broader horizons and different perspectives
- An unthreatening environment to tackle unvoiced fears
- Learning about learning
- Learning about yourself

It enables you to see your own issues from somebody else's eyes and is important in helping you to grow. You can also talk about issues in a mentoring environment that you can often not talk about in other environments. It enables people to talk about their differences in ways that they can both learn from.

From an organisational point of view, we know that it improves communication. Where people have tried to 'ghettoise' diversity issues and just focused on equal

opportunities programmes, communication has tended to be between people within an ethnic minority network for example. When you think about diversity and how to integrate those networks then you get some wonderful learning on both sides.

We know that there is a significant impact on retaining people where there is a diversity mentoring programme. We know that at any one time at least one third of the people working in an organisation are seriously thinking about moving on. If you have a mentor then that figure drops down to 16%. Allied Irish Bank has just done a programme for its young graduates as it was losing 25% of them each year. Just putting in a mentoring programme, giving them someone to talk to and to explore their fears and concerns, has reduced that figure by two-thirds.

We know that creativity is improved by cross-fertilisation between people. Lots of things that are barriers to people contributing are there because nobody has challenged them to say 'Why is this happening?' If you have a diversity mentoring relationship, people are able to ask questions they would not normally be

able to ask. Diversity mentoring also helps with work-life balance and in promoting the effectiveness of virtual teams.

An important issue is how diverse is the project team you are working in. Some critical questions for managing diversity are:

- How diverse is your top team?
- Who gets on to key project teams?
- Is difference of perspective and experience a key factor in designing teams?
- How do you recognise and celebrate the value of difference?

We were working in one company in Switzerland recently and we said "How diverse is the team?" They said, "We are very diverse. We have men from all over Zurich". So the representation of diversity within the organisation is important particularly at senior levels. But who gets on to project teams? In one project we looked at in the Far East, there were lots of expatriates and they were trying to bring along local people to step into their jobs, but it was not working. The reason it was not working was that they had lots of project teams, but they put on to those teams the people with experience and those were of course not the people they wanted to develop.

There are a number of barriers to diversity in organisations. Time and again we find that the appraisal systems have subtle ways of putting people on the sidelines. The working patterns that you offer may disadvantage people in terms of diversity. Research has shown that in some US organisations, black people have not been



able to get into management ranks partly through the lack of access to information. When the manager talks to people in the team unknowingly he or she may give much less information to the person who is different. Therefore they automatically become disadvantaged and cannot be as effective in the team. It is also important to place value on dissenting or minority opinions. A diversity-mentoring scheme allows people to talk about things that have happened to them and consider how they can stop things like that happening again.

## Stereotypes

Stereotypes have had a bad press. The reality is that the process that underlies stereotyping is essential for all of us to manage. What someone with advanced Alzheimer's has lost is the ability to see the difference between people's faces. So identifying difference is something that is critical to the positive functioning of human beings. Unfortunately, what happens is that we overuse this and we start using these differences that we identify to try to categorise people in ways that are inappropriate. That is when stereotypes become negative and dysfunctional. But we do need to have some mechanism for setting out differences between people.

What a mentor and mentee from different backgrounds can do is to recognise that they do have a set of assumptions or beliefs that may have at root some positive characteristics. They must also recognise that it may have some negative characteristics when it is applied inappropriately. Then the mentoring pair can examine how you look at this issue from someone else's perspective. Finally, as a mentoring pair can we value the different perspectives that we both bring to bear on an issue? That process of working through from recognition, to understanding, to valuing is what diversity mentoring is about.

One of the ways in which you help somebody look at how they are disadvantaged and where they are not disadvantaged is to get them to draw themselves and all their aspects in a big circle and ask them to put a line through the middle. Things that are below the line are where they are disadvantaged and things above the line are where they are not disadvantaged. For example, being a woman in an organisation – is that a disadvantage or an advantage? I have another company where the two MDs are both women and it is probably an advantage to be a woman in that organisation. All of these aspects of ourselves can be put into these kinds of circles.

Another technique we use is called 'Writing the script'. When you have been involved in an issue and you want to change the way

that you react to different situations, it helps to write the history of what you said and what you were thinking at the time. The next time when this happens you try and stick to the new script. After two or three practices of this, as you write and re-write the script with your mentor, you find that people make a radical shift in their ability to challenge behaviour, which they feel puts them down.

The restrictions that we have on our ability to achieve either come from within us or from outside. The clearer we can be about the source of disadvantage or disempowerment, then the easier it is to tackle it. The mentor needs to help the mentee sort out where is the source of the restriction that is being placed on their achievement. If they can identify that more accurately then they can deal with it.

## Communication

We keep hearing a lot in organisations about dialogue. We are trying to move away from team briefings – a wonderful invention for telling people things that they do not want to know. I am sure you have sat in a meeting where your line manager says, "I have this script and I am going to tell you what I have been told to tell you". These are a complete waste of time in most cases. But having a real dialogue in organisations is becoming increasingly important. We are finding that organisations across the world, particularly as we become more reliant on e-communication, are losing the ability to establish relationship-building communication. Now mentoring, particularly diversity mentoring, means re-instating that ability to talk to each other in a meaningful way to create shared understanding.

## Organisational case studies

The Audit Commission has a programme, which is primarily for ethnic minorities, and it has all sorts of interesting little wrinkles. One of the things it has done is to have a steering group whose members each have the responsibility for being a be-friender to a group of mentoring relationships. Everybody on the steering group has a few to look after. SAS has started a scheme for women and it found very quickly that it wanted to expand this to everybody. They now have a very large mentoring programme where they have mentors who are different from mentees in terms of gender, nationality and discipline. You can see the potential for learning from that situation. BP has a superb mentoring programme, one of the two best upward mentoring programmes we have seen. Young people, particularly from ethnic minorities, are being used to mentor senior managers to teach them what it is really like in the world and it is really very powerful. These senior guys may have lost contact with other generations and helping

them to rebuild those bridges can be enormously beneficial.

Even more powerful, Proctor & Gamble decided, because it was losing women in middle and junior management levels, that it needed a 'glass ceiling' programme. So a group of men got together and said, "We are going to make our senior male managers mentors who will adopt these junior women and they are going to teach them how to think and behave." (Sort of clone them into honorary men). Eventually somebody actually thought to ask the women and you can imagine the kind of conversation that took place.

"Is the problem with us?"

"No, no, it's a cultural problem."

"Well, who sets the culture?"

"Oh, I suppose we do".

So they turned it around the other way and made the women the mentors to the men, to teach them what the world was really like. Proctor & Gamble products are mostly bought by women and so the learning that these guys took from this was enormous. The retention problem of women has vanished, there is no difference between the retention of men and women any more. The sensitivity to a range of diversity issues has increased across the company. Many of the women with the greater visibility the scheme brought about have gone on to senior management positions. They have changed the culture and composition of the organisation.

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The second part of this article will be in the next issue of the OSC&M Journal and will cover skills of the diversity mentor, global mentoring programmes, designing programmes, matching issues, resource and support and will draw some conclusions.



# Management consultant or management coach – a matter of 'principles'?

Julie Starr

I really like the description of a consultant as being someone who 'comes in, borrows your watch and then tells you what time it is'. Its resonance still has the power to make me squirm. If like me you work in this field, I believe that your ability to coach your clients is essential to your on-going prosperity and success. For, as business environments continue to evolve, then the role of a consultant must adapt too. Perhaps you're interested in making those shifts? Or perhaps you're a coach who wants to work more within business, and wonders what your contribution might be?

Historically consultants gained influence and power through the title of 'expert' or 'specialist'. They are now titles too easily lost. Just the sheer volume of information available is a great leveller for consultants found resting on intellectual superiority. I recall that benchmarking studies were traditionally carried out by research specialists and used to cost a CEO's ransom. Now I see companies gathering their own web-based data. I've also worked alongside top consultancies that historically had the luxury of assuming their recommendations would be accepted. These days clients seem more willing to question. Organisations also need to reduce their dependency on externals – building internal, less costly capability.

Consultants by their nature have both an appetite for change and a freshness that helps them get into action to tackle an immediate problem. Whilst employing externals makes real sense in some circumstances, sometimes organisations use them simply to 'get a job done'. This short-term thinking is both costly for the organisation and confusing for a consultant – who can soon start to feel like a permanent employee.

So as consultants we must add a different kind of value. We must create a distinct contribution based on unique benefits of perspective and experience. And if how to do that is your question then I believe coaching is your answer. Only by coaching clients and



their employees can we provide 'best fit' solutions and benefits that mature over time.

If we are to encourage ourselves in this direction, then we need to consider the values we currently operate from. If our values generate our behaviours then our behaviours will in turn create our results. For example, if I value intellectual superiority, then I am less likely to ask you what a commonly used acronym

## Principles of a managing consultant

### Some principles I operate from

- I should know more than my client
- I am expected to have solutions
- I am responsible for proposals and recommendations

### Some characteristics of my behaviour

- Clarifying situations, communicating
- Creating structure, organisation
- Problem solving, generating ideas

### What I'm actually doing, e.g.

- Information gathering, analysis
- Listening for relevance/exception/difference
- Questioning for clarification

### Some things I'm giving up doing

- Displaying confusion
- Taking on too many view points
- Giving control to others

### Things I'm making more important, e.g.

- Creating solutions, direction for others
- Maintaining apparent progress
- Doing the 'right' thing

## Principles of a coaching consultant

### Some principles I operate from

- I add value by developing thought and encouraging action
- My clients can generate perfect solutions as well
- I help clients remove their own barriers to success

### Some characteristics of my behaviour

- Surfacing understanding/insight
- Supporting learning, developing others
- Encouraging ownership, agreement, engagement

### What I'm actually doing, e.g.

- Purpose based questioning
- Listening from nothing
- Challenging interpretations

### Some things I'm giving up doing

- Quickly offering solutions
- Displaying how knowledgeable I am
- Controlling the direction of events

### Things I'm making more important, e.g.

- Creating a context for success, e.g. people, information
- Leading by example for others
- Personal development for my clients

Julie Starr 2006

stands for, or admit that I don't understand an idea you've just had. Or if I value being the person whose solution is accepted by a group I'm unlikely to listen very well to yours. By focusing on new values, I can harmonise my behaviours to create congruent results.

If instead I decide that my contribution is to make my clients successful, then I will do everything reasonable to make that happen. This might mean coaching my client to make a final presentation to the board members, rather than choosing to do it myself. By asking myself 'what is best for this person?' I arrive at a different solution and so a different result.

The model opposite compares how a traditional 'managing' consultant operates, in comparison to a consultant who adopts a coaching style. The diagram is fairly extreme, in order to demonstrate the point.

A consultant who coaches consistently adds benefits to a client that they appreciate and value personally. One example is the quality and relevancy of conversations that a consultant creates and develops. A coaching style of conversation is typically stimulating and enjoyable. Having someone being genuinely interested in what we think can be both effective and an emotional release, (and if you're male, substitute 'emotional release' for 'de-stressor'). The following dialogue illustrates the same situation from both a traditional 'managing' consultant perspective and an alternative 'coach as consultant' perspective:

### Example one. 'Managing' (or directive) Consultant

Client: "What we need is for every telephone agent to appreciate the fundamental importance of the customer. The customer needs to experience us as a professional organisation with integrity."

Managing Consultant: "So it's about customer service, we need to raise the profile of customer service, it's about taking on more of a CRM approach to the business."

Client: "Probably, what frustrates me is that we've tried these customer service campaigns in the past, at significant costs. Things improved for a while but now we're back where we started"

Managing Consultant: "Yes I've seen this before, I'd suggest we need to focus on aligning your systems and processes, after all, if the processes are lousy, how can they give good service?"

Client: "So what are we talking about?"

Managing Consultant: "Well I'd start with a process review phase, and take it from there"

Client: "OK, maybe, well put me some more structure around that and let me see the figures"

Notice in the above example that the consultant operates from a principle that they need to demonstrate knowledge, and they need to come up with solutions that gain acceptance. Acceptance is a fairly weak form of agreement and perhaps easily lost along with the client's support. What's more powerful is the concept of enrolment, which hopefully is illustrated below.

### Example two. 'Coaching' Consultant

Client: "What we need is for every telephone agent to appreciate the fundamental importance of the customer. The customer needs to experience us as a professional organisation with integrity."

Coach Consultant: "What are they doing instead?"

Client: "I wish I knew, from what I see it seems to be a mixture of passing customers off to other departments or collating masses of operational data".

Coach Consultant: "So what are they making more important than customers?"

Client: "Well probably things like not being held responsible and protecting themselves with lots of operational reporting"

Coach Consultant: "Can I ask what might cause them to do that?"

Client: "I guess historically we've been fairly tough on people who have got things wrong, we sacked a couple of team leaders last year for getting the whole customer service thing wrong"

Coach Consultant: "And what are your thoughts about that now?"

Client: "Well I guess we need to sort that out don't we? It's not a nice idea though, that we could be reaping what we've sowed"

In the coaching example, notice how a less directive style of conversation encourages a richer quality of conversation. The consultant is making understanding more important than demonstrating 'expert' status or finding immediate fixes. The client is forming their own insights and conclusions that are likely to gestate over time.

Other benefits of adopting a coaching style include:

Client buy-in and commitment to initiatives increases as clients become personally engaged.

A better quality of solutions is developed in collaboration with clients and tangible benefits increase.

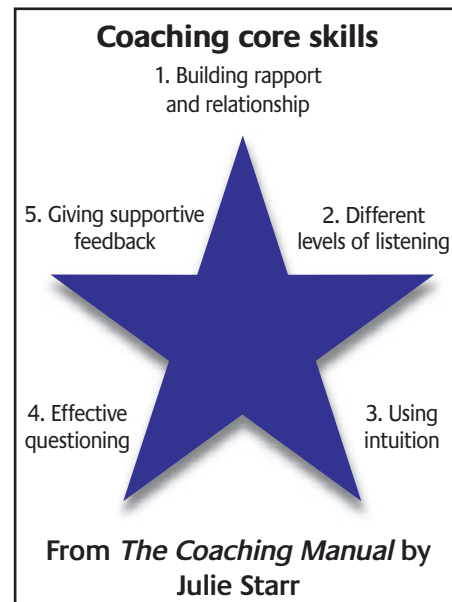
Client relationships deepen as openness builds trust.

Staff within a client organisation develop personally from the consultant's natural style

of reflective listening and feedback, e.g. they ask themselves better questions, look for different perspectives. Pressure on a consultant to provide 'perfect' solutions reduces, freeing up the individual. The consultant is likely to enjoy their contribution more as the experience the real value they are adding continually.

### Core skills of coaching

Many of the core skills of coaching also create mastery in communication – which benefits anyone in any kind of business. The core skills of a coaching consultant are illustrated below.



### What coaching is not

Coaching is not soft, fluffy or the easy option. In my experience it is often the exact opposite of that. Having a conversation with a powerful individual to let them know that they are actually the main cause of their own staffing issues is not an easy option. And being fluffy with him or her isn't going to get the message across either. Coaching means being committed to the service of someone else, even if that's going to mean taking a little tough feedback. Eliminating a client's self-imposed barriers to success is a fabulous technique for a coach. It's like helping someone take off their own handbrake to enable them to move forward. But to catch sight of the opportunity means we have to be focused on the other person's success and not our own.

And deciding to develop more of a coaching style does not mean that we can't offer ideas, advice or targeted proposals. We can still have a personal brand, a defined area of excellence or simply a bunch of business situations we enjoy working with. Coaching simply means that we have other behaviours we can use that might get us better results sometimes. We've developed some flexibility that creates both resourcefulness and resilience over time. It's another tool for our kit bag. And that's got to be a good thing. For after all, if all you have is a hammer surely everything looks like a nail?

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