



RESEARCH REPORT

TRANSFORMATIVE COACHING: BEYOND
GOAL-FOCUSED COACHING INTO THE
DOMAIN OF PERSONAL TRANSFORMATION

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Beyond goal-focused coaching into the domain of
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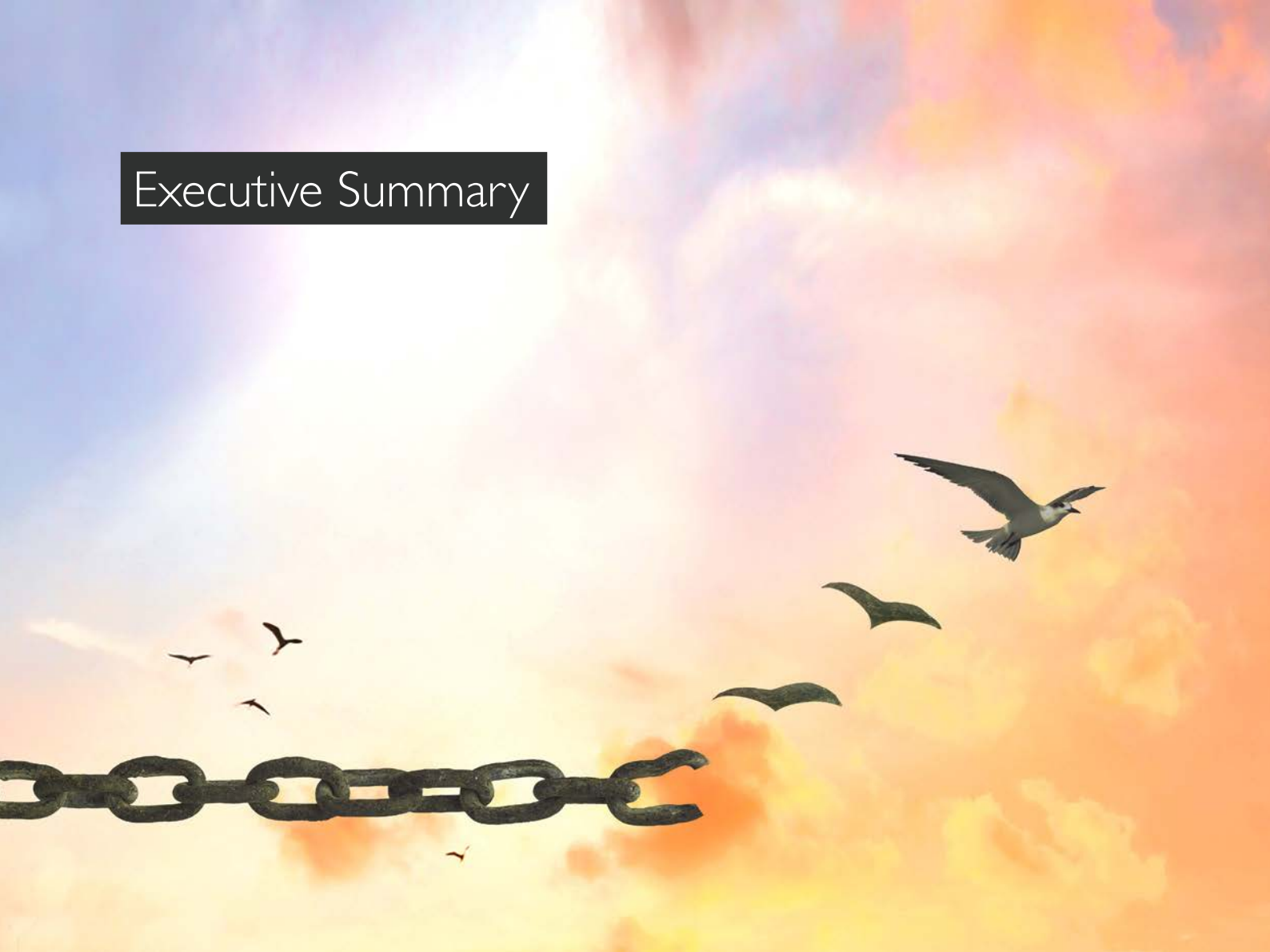
Julia Wellbelove

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Executive Summary



Coaching is big business which employs some 53,300 professional coach practitioners worldwide (ICF, 2016). It is also a business that continues to grow. The Corporate Research Forum (CRF) Member Survey found in 2014 that 43 per cent of organisations surveyed had increased their spending on coaching in the *last three years*, and half (49%) of organisations surveyed also expected their organisation's spending to increase over the *next three years*.

Given the continued popularity of coaching, this research, coming 15 years after Roffey Park's last coaching research, '*What makes coaching a success?*' (Kenton & Moody, 2001), aims to explore how the field has changed and adapted to meet today's challenges and how coaching will continue to evolve. In order to answer these questions we spoke to ten notable academics and experienced coaching practitioners, and explored how their perspectives had shifted, how their coaching practice had changed over the last 15 years, and the role that goals now play in their coaching. We also explored with the coaches their perspectives on the future of coaching, in terms of new developments and influences in coaching, and the challenges coaching faces as a field of professional practice.

The research identified a number of trends in coaching which we present in the report in three areas:

- developments in coaching practice
- increasing diversity of coaching influences
- changing trends in the coaching context

We summarise on the following pages the main themes which are developed further in the research.

Developments in coaching practice

Goal-focused coaching

Our research is clear, in order for coaching to remain relevant and for coaches to continue to provide value to clients and organisations, their practice must keep pace with the changing world and embrace new ways of working. Fifteen years ago the starting point for most coaching programmes was likely to be identifying a client's goal, to perhaps become a more confident presenter, a more skillful manager, or to develop greater self-awareness. To a certain extent this hasn't changed. What has changed is the 'lightness' with which the goal is now held by the coach. Coaches have become highly skilled at expanding, molding, challenging and developing goals. Coaches are no longer limited by them.

"The aim of coaching is to leave the client with a more enduring experience, more able to engage with life. Just serving what the client says is not ambitious, the coach is responsible for asking the bigger question." Ian Williams

From performance to developmental coaching

We noted a trend in the focus of coaching moving away from remedial interventions, for example helping clients manage their development gaps, towards developmental coaching that aims to achieve lasting change. Coaches practising today are focused on facilitating a greater depth of learning, by being skilled and agile in their ability to explore beyond the boundaries of explicit goals. The coaches in our research called this *developmental* coaching, characterised by deep self-reflection and the discussion of previously unexplored thoughts, feelings and experiences. This approach, which focuses on breadth and depth of conversation as opposed to goal achievement, is considered more likely to lead to an enduring change for clients, in the way they view themselves, operate at work or even live their lives.

Whose agenda?

Our research also explored what coaching was *not* about, namely helping clients get what they want. The coaching lens is now much broader. We argue that coaches operating today have an increased level of responsibility, not only to the client to explore their *real* needs, but also to simultaneously hold the needs of the client's organisation, wider society, and even the world. Being able to hold and balance the organisational agenda with the client's agenda and a multitude of other initially unknown agendas is fundamental to coaching today.

"Following the financial crash in 2008, when the question was asked, 'where were all the coaches when the banks went down?' coaches began to reflect on whether they had indeed been following the client's agenda at, not just the detriment of the organisation, but to the world." Liz Macann

Self as instrument

Coaching has moved beyond being merely a reflective mirror to the client. Our research identified coaches working increasingly in partnership with their client. Building a partnership based on trust and understanding requires the coach to be authentic, which means sharing their thoughts and views when they have them, rather than withholding them. A coach's careful and considered input of information, knowledge or challenge can be some of the most impactful elements of the coaching, and we argue that, by working in this way, by being a dialogical partner, a coach is able to affect real change in their client.

"Coaching is a relationship between two people, in the moment, where one of them spins meaning out of their life story, and the other holds – and occasionally adjusts – the spinning wheel, and notices the patterns emerging." Ana Karakusevic

We see a less prescriptive (goal-focused), more exploratory approach to coaching having gained greater prominence in the field of coaching over the past few years. Creating both a space and a means to think is critical to effective coaching and a key way to unlocking a client's thinking. Within this reflective space the client is able to explore something or to try something out in a different way and make meaning from that. This requires coaches to be highly skilled to move between approaches when working with clients, providing the appropriate levels of support and challenge, whilst also tiptoeing the boundary between advice and knowledge sharing.

Increasing diversity of coaching influences

Growth of tools and techniques

The field has seen a massive growth of tools and techniques which have given coaches a broader repertoire of interventions and created a greater depth and breadth of coaching on offer to organisations and individuals. This variety in coaching philosophies and approaches has helped develop the professionalism of coaching. It has also made coaching accessible to practitioners from a number of different professional backgrounds. We note, however, that in the findings of academic and practitioner research (irrespective of the tools and the psychological models used by coaches) the most important factor that determines success of a coaching process remains the quality of the client-coach relationship.

Adult development

Our research recognised the increasing influence of understanding adult development stages when working with a client. Psychologists believe that as well as the pre-determined childhood development stages, we can, as adults, also move through a number of logical development stages throughout our lives. Coaches, by

understanding these development stages, are better equipped to help the client explore their connectedness with the wider world.

"The coach helps the client experience the world in a new way. Helping the client ask bigger questions about themselves and their lives allows for the possibility that a developmental shift will happen, through practice, which also opens a wider set of possibilities for both relationship and action for that person." Justin Wise

Neuroscience

We explore the influence that the field of neuroscience (study of brain activity, its interactions, interconnections and integration with the body) is having on coaching. A number of scientific discoveries in this field have an interesting application to coaching, namely 'neuroplasticity' and 'somatic markers'. Coaches, working with clients who repeat patterns of behaviour that are not helpful, can draw on neuroscience to offer an explanation for their behaviour and can work with the client to help them pay attention to how they are feeling in situations, thus building awareness and understanding. With deliberate practice, attention and support clients can start to change not only their felt response but also their brain.

Somatic approaches

Coaches are also being influenced by somatic approaches and working with clients on a physical and emotional level. Somatics are based on the view that useful learning comes from paying attention to what is happening in our bodies. In society we pay attention to being rational human beings, yet who we are needs to include our complete bodily experience of being alive, including the brain.

"The answer doesn't lie in rational thoughts and our head, but in our emotions and our bodies. Our emotions tell us what we care about." Pete Hamill

Team coaching

Our research identified an increasing demand for team coaching which reflects the findings of other research studies. As this field expands a clear definition is emerging, one which focuses on collective capability, which sets it apart from other group interventions, such as action learning, group facilitation and team building. Team coaching requires the coach to make the important shift away from focusing on the individual members, towards treating the team as an entity as the client.

"It's trying to find the things that connect us, rather than the things that separate us." Aboodi Shabi

How the team performs and relates to the wider system in which it operates is the crucial focus. In order for coaches to become effective team coaches, they need to have the ability to stand back from the presenting issues and see the repeating patterns in the wider system.

Changing trends in the organisational context of coaching

Increasing organisational sophistication

We found that organisations and commissioning stakeholders (HR departments and hiring managers) are more knowledgeable about coaching and are having increasingly sophisticated conversations with coaches about their needs. Whilst this is not the case for all client organisations, we identified in our research a number of organisations which had very sophisticated ways of classifying their coaching requirements. In addition, our research identified that line managers were also becoming highly articulate about what they expect the *difference* to be as a result of the coaching. This is very beneficial as it drives very healthy conversations with the individual and their organisation.

We predict that as the coaching profession matures we are likely to find an increasing number of organisations becoming more sophisticated in articulating their coaching requirements and expectations, thus opening the doors to more genuine conversations about the type and outcomes of coaching.

Increasing professionalisation of coaching

In 15 years the field of coaching has become increasingly more professional. A number of professional accreditation bodies have entered the field and flourished, alongside an increase in academic interest and the rate of published research on coaching. Organisations are becoming more sophisticated about identifying the credentials they seek when selecting coaches, and coaches are being increasingly required to demonstrate that they are an accredited member of a professional body. We believe that accreditation provides a good foundation, although we believe there is still work to be done to standardise the various programmes. Our research asks the question whether it would be beneficial, or even possible, for coaching to move towards one well recognised standard route into coaching, one body that is clear about what it takes to be a coach, one code of ethics, rather than a whole range of different routes through different associations. This research shares the conclusion of Professor Lane et al (Cox, et al., 2014) that coaching should strive for professionalism in coaching rather than professionalization. The coaching field with its variety of backgrounds and fields of knowledge, would, we believe, make it very hard to standardise the role of a 'chartered coach', and striving for a chartered status could make the process overly academic, rather than focus on the practical and unique set of skills and experience each individual brings to coaching.

Quality supervision

The focus on ensuring each coach has regular, good quality supervision was highlighted in our research as an area in which coaching needs to continue to develop. Coaching has, over the years, become more open to the influences of psychology and psychotherapy, and the supervision of coaches is one such example. The provision of ongoing supervision for reflection on practice is a fundamental principle in psychotherapy which is now being embraced by the coaching field. Our research identified the need for two core skill sets of a coaching supervisor, firstly the coach mentor and secondly the therapeutic supervisor. A priority now for the field is the training of supervisors and the setting of quality standards and clear expectations of what effective supervision is in the coaching field.

"I think that we coaches have to do work on ourselves, that's really what makes a great coach, it's not the training that they receive, although that's also important, it's the ongoing work that we do on ourselves, and the ongoing reflections on practice."

Aboodi Shabi

Expanding reach of coaching

Our research highlighted a continuing trend of large organisations to build their own internal coaching provision, and alongside this we identified a theme of organisations investing training in developing 'a coaching culture'. Our research found other examples of the ever expanding reach of coaching which includes training professionals working in the medical and social care professions, who work with patients and children, to create more coaching relationships. We also note the global reach of coaching and how its concepts are being developed and applied across the world.

About the research

“No problem can be solved from the same level of consciousness that created it.”
Albert Einstein

Roffey Park’s research paper, published in 2001, ‘What makes coaching a success?’ (Kenton & Moody), concluded that *“the coaching industry is still in its infancy”* which was indeed true, certainly from the perspective of coaching not yet having a ‘rigorous and coherent theoretical framework’ (Grant & Cavanagh, 2004). What was equally true was that at this time the rate of growth of the field measured by the levels of doctoral and empirical research, was already gathering momentum. Since then the development of the coaching profession has continued and much has changed, as Cox and colleagues explain:

“As the field of coaching has developed, existing models of coaching have begun to be applied in wider contexts, used with diverse client groups and with different media. Coaching practitioners come from a variety of professions and often from multi-theoretical backgrounds. They constantly bring new dimensions to the field via the adaptation of concepts, ideas and practical tools developed in their ‘home’ traditions and through interdisciplinarity.” (Cox, et al., 2014)

The research aims to explore these developments in the field of coaching and the growth in concepts and tools by speaking to ten notable academics and coaching practitioners about their experience of being a coach. Through interviews we explored how their perspectives had shifted and their coaching practice had changed.

In 1999 Anthony Grant defined coaching as *‘a theoretically grounded, systematic, goal-directed process designed to facilitate sustained change’*. In this research we wanted to explore whether goal setting remains a central element of coaching, or whether other approaches have become more dominant.

A third aim of the research was to look to the future of coaching, to consider the challenges it faces as a field of professional practice and to explore new developments and influences. In doing so we aim to support practitioners as they work to keep the coaching field relevant, impactful and rigorously professional today and in the future.

A note on manager as coach

The scope of this research does not extend to include *manager as coach* or explore the trend we acknowledge towards more organisations building a coaching culture. We recognise the huge benefits in manager-staff coaching, however, due to the specific relationship between a manager and their staff member, this type of coaching is necessarily and appropriately limited in its scope and expectations, when compared to executive coaching. As such, many of the themes discussed in this report are not applicable to manager-staff coaching.

The author

Julia Wellbelove
C.Psychol, MSc, BSc



Julia is a chartered psychologist and Senior Researcher at Roffey Park. She holds an MSc in Occupational Psychology from the University of Nottingham. Whilst working at the BBC in 2001 Julia trained as a coach on the EMCC-accredited BBC Coach Foundation Course. Julia moved to the World Service in 2003 where she continued to coach, working with managers around the world, including Russia and Cambodia. In 2008 Julia set-up her own business providing occupational psychology services, including coaching and assessment and development services, to public and private clients. Julia joined the research team at Roffey Park in 2013.

Our contributors

I thank our contributors whole heartedly for giving me their time and sharing their experience, knowledge and words of wisdom. More detailed CVs are provided at the end of the report.

Professor Tatiana Bachkirova holds a Chair in Coaching Psychology and is Co-Director of the International Centre for Coaching and Mentoring Studies at Oxford Brookes University. She is an active researcher and published widely on coaching and coaching supervision. She has established and chairs the International Conference on Coaching Supervision and is a Member of the Scientific Advisory Council (SAC) at the Institute of Coaching at Harvard.

Jo Goring is a Senior Consultant at Roffey Park and Course Director for the Open Programme Coaching Skills for Line Managers. She has a Practitioner Diploma in Executive Coaching at the Academy of Executive Coaching. She is a Master Practitioner of NLP, an experienced facilitator and qualified to utilise MBTI and FiroB Instruments. Her coaching practice has included all levels of staff from future leaders to Directors.

Professor David Gray is the Professor of Leadership and Organisational Behaviour at the University of Greenwich. David spent 20 years at the University of Surrey, leading many professional development programmes, including various Masters programmes in management. He has written books on work-based learning, coaching and teacher education and published in journals such as *Organization Studies*, *Management Learning*, and the *International Journal of Human Resource Management*.

Pete Hamill is an author, consultant, facilitator and coach with an international background in leadership and organisational development. Pete completed an intensive three-month training internship with Dr. Richard Strozzi-Heckler at the Strozzi Institute for Embodied Leadership. He has been certified as a Master Somatic Leadership Coach and has completed a Certificate in Humanistic Counselling with the Gestalt Centre in London. He also has an MSc in Change Agent Skills & Strategies at the University of Surrey.

Ana Karakusevic is a Senior Consultant at Roffey Park and programme director for Postgraduate Certificate in Coaching. She has been coaching middle and senior managers for over 10 years. During that time, she became the first BBC coach to gain an accreditation with the International Coach Federation. Since then, Ana has trained with Nancy Kline (Time to Think approach), Sir John Whitmore (Transpersonal Coaching), as well as in a range of other methodologies, including Co-active Coaching, Gestalt, Polarities, Archetypes, Mindfulness, Working with sub-personalities and Creative visualisation.

Liz Macann has a history in General Management, HR, OD and Consultancy. Liz co-founded the BBC's in-house coaching provision in 2001 and then as Head of Executive, Leadership and Management Coaching evolved the BBC Executive Coaching Network which won the 2008 International Coach Federation award for best practice and professionalism. Liz now coaches senior leaders in the media, professional services and public sector in the UK and abroad.

Aboodi Shabi has a leadership role within the coaching profession, first as founding co-President of the International Coach Federation's UK chapter in 1998, and later as an ICF global board member. He has had a long career in the voluntary sector, and became involved in coaching in the mid-1990s. Since that time, he's worked with thousands of people all over the world, as a coach, trainer, mentor and facilitator. Aboodi is accredited as a Professional Certified Coach by the ICF.

Professor Reinhard Stelter holds a Ph.D. in psychology from the University of Copenhagen and is Professor of Sport and Coaching Psychology at the University of Copenhagen, Head of the Coaching Psychology Unit, and lecturer at the Copenhagen Business School. He is editor and author of ten books and about 150 articles in scientific and research oriented journals or books. His books include the Danish publication: *Coaching: learning and developing* and the English Springer publication from 2014 *A guide to third generation coaching: Narrative-collaborative theory and practice*.

Ian Williams has 30 years' experience in the Human Resources profession. Ian's career has included specialising in learning and development with Shell, managing large scale change programmes within Diageo, handling complex employee relations issues while working for Kingfisher. In Ian's last three corporate roles with Fujitsu and dunnhumby (part of Tesco) and Lloyds Banking Group Ian specialised in the talent, leadership and change agendas with a heavy emphasis on coaching senior leaders.

Justin Wise is an experienced coach, consultant and educator. He holds a Certificate in Group Process Consulting from the NTL Institute, and is certified as an Integral Development Coach with New Ventures West in San Francisco. He has practised as a full-time coach and consultant since 2004. His varied and international practice includes clients in global retail, consulting, banking, science and technology organisations, government, and the not-for-profit sector. He dedicates a large part of his time to teaching and training professional coaches and organization development consultants how to work developmentally with their clients.

Developments in coaching practice

Goal-focused coaching

Fifteen years ago the starting point for most coaching programmes was likely to be identifying a client's goal, to perhaps become a more confident presenter, a more skillful manager, or to develop greater self-awareness. Our research found that the GROW¹ model featured strongly in the early practice of many of the coaches.

It is clear that there is still a demand and place for goal focused, performance coaching, and there is general agreement that such approaches are effective at bringing about behaviour change. However, working solely in service of helping the client achieve their goal means that coaches can be limited and restricted in the areas they can explore with the client. Working within these boundaries is not for every coach and some of our contributors described being left feeling 'cold' when working within the arena of performance coaching. Crucially, it is important for a coach to understand their client's degree of openness to taking the coaching sessions beyond an explicit goal and respecting their wishes should they only be comfortable working at a behavioural level.



"For some, just gaining confidence is good enough." Prof. Tatiana Bachkirova

However, being open to expanding the coaching discussion beyond an explicit objective has clear advantages, as Justin Wise explains: "A client may come to coaching with the goal of being promoted. The question the coach needs to ask is, what is the promotion going to bring you? Is it really going to address the question that you think it's going to address? There are all kinds of reasons why people set the type of goals that they have. It might be that I think I'm going to finally feel fulfilled when I'm chief executive. But look at the number of people who are chief executives and who don't feel fulfilled, whose status does not relieve their pain and anxiety."

Jo Goring also shared an example: 'I was coaching a Director who was concerned about how they came across when chairing meetings, this was her goal, to have more confidence and control when chairing meetings. As our coaching sessions progressed we focused not on her chairing of meetings but on exploring with her a deep sense of who she was, how she showed up, what she valued from her role and what she wanted to be, much, much deeper questions. So the end result was she chaired meetings much better because she had a much better sense of who she was and what she wanted and how she was going to get there. However, this was the result without the coaching explicitly focusing on giving her the confidence to chair meetings better.'

"The aim of coaching is to leave the client with a more enduring experience, more able to engage with life. Just serving what the client says is not ambitious, the coach is responsible for asking the bigger question." Ian Williams

Coaches operating in this way are therefore holding their client's goal 'lightly', as a starting point, something to be revisited but not something with which to constrain the coaching conversation. Goals change, and Professor Tatiana Bachkirova's view is that as a developmental coach you have to be open to going wherever the coaching conversation goes, 'a coachee may want to learn delegation skills, that's a clear goal, but as the coaching progresses they realise that they don't trust people. This requires a different coaching approach and re-contracting with the coachee.'

¹ The GROW model (Goal, Reality, Options, Will or Way Forward) is a method for goal setting and problem solving widely used in coaching. Often attributed to Sir John Whitmore.

Performance to transformational coaching

John Leary–Joyce’s ‘Spectrum of Coaching’ highlights the breadth of coaching approaches by identifying four categories of coaching, outlined below:



Skills coaching, with its origins in Sports Psychology, focuses on the acquisition of specific skills. Typically this approach will be used to help individuals develop new skills or competencies. This type of coaching can often be part of on-the-job learning delivered by the line manager.



Performance coaching has its origins in cognitive-behavioural psychology. It builds on skills coaching and can be delivered by a manager or coach. By focusing on ‘What am I doing?’ and ‘How can I do it better?’ the performance coach helps the coachee set goals and outcomes for the session to help the individual raise their level of performance.



Developmental coaching is a more holistic approach which centres on medium to long-term development. Its origins are in counselling and psychotherapy. Gestalt and Rogerian person-centred approaches are central to coaches working in this area. Developmental coaching focuses on personal growth and looks at who the individual is and how they can broaden their capacities so they are more equipped to face future life challenges.



Existential coaching (another name used is *transformational*) has more spiritual origins and focuses on the way the coachee frames the world, both cognitively and emotionally. It aims to shift the coachee from one level of functioning to a higher level. The coaching session will be totally emergent - whatever is figural at the moment - and explores questions such as ‘What’s the point?’ and ‘How can I live better?’

Our research identified that experienced coaches practicing today, and certainly those contributing to our research, are increasingly working in the developmental/transformational space and are focused on facilitating a greater depth of learning. They are skilled and agile in their ability to explore beyond the boundaries of explicit goals, at creating opportunities for deep self-reflection and in supporting the examination of previously unexplored thoughts, feelings and experiences. There is strong agreement that these approaches, which focus on breadth and depth of conversation as opposed to goal achievement, are more likely to lead to an enduring change for clients, in the way they view themselves, operate at work or even live their lives.

‘When coaching only addresses the client’s existing agenda, the best a coach can do is just reflect back and ask questions, which seriously limits the possibility of coaching having a lasting impact on the client’s way of being in life.’
Justin Wise

This trend identified by our research, of executive coaching shifting from performance coaching towards a more reflective, developmental approach, is supported by research conducted by Sherpa Coaching. In their ninth Executive Coaching survey (2014)², they found that over the period of 2006 – 2014 coaching shifted away from problem solving towards what they label ‘pro-active leadership development’.

² Accessed at <http://www.sherpacoaching.com/survey.html>

The Ridler Report (2013) (in collaboration with EMCC UK) which looked at the trends in the use of executive coaching found that CEOs and board level executives have become significantly more likely to use coaching as an *ongoing sounding board* (my italics), a shift from 18 per cent in 2011, to 33 per cent reporting this in 2013. The Ridler Report concludes that *"the challenges facing senior leaders in many sectors have been relentless and protracted. It is therefore unsurprising that a board level executive is increasingly likely to seek opportunities for regular reflective dialogue with a coach."*

In support of this point of view, Professor Reinhard Stelter speaking at the 3rd International Congress of Coaching Psychology, in Rome (2013) challenged the view that coaching should focus on results and solutions and argued that *'many coaches – and probably also their customers – labour under the belief that it is possible to achieve change quickly simply by planning out a course: "What are your goals? What results would you like to achieve in the near future? Once you find out, I'll help you get there."* Professor Stelter puts forward the view that in this changeable, uncertain and complex world *'it is more helpful for the coachee if the coach offers a reflective space, where both the coach and coachee engage as partners in a dialogue that makes room for self-reflection and in-depth reflection on essential and existentially meaningful topics.'* It is in this way that the coach can support real developmental change within the client.

"What is important for me is to really lift up the goal and see it in a broader context, it is then that coaching really starts to make changes for people."
Professor Reinhard Stelter

Professor Stelter also warns that coaching relationships built on goal attainment can lead to dependency: *'if you work very much on a goal focused orientation, you really build up a kind of dependency on a coach which I don't think is beneficial for the organisations and also individuals. You really want to make people ready to take their lives in their own hands. So if you work too much on goals, on a goal focused perspective you don't work towards sustainability.'*

Instead Professor Stelter tries to highlight value reflection and meaning making as a central part of coaching (Stelter, 2014) (Stelter, in press).

Jo Goring reflected that holistic, development coaching approaches were aligned to the Co-active Coaching Model (Kimsey-House, et al., 2011³), which has the coach and coachee as active collaborators as a fundamental element of the approach. The co-active conversation has four cornerstones:

- Curiosity: people are naturally creative, resourceful and whole
- Deepen: focus on the whole person (heart, mind, body, spirit)

³ One example of a model used in co-active coaching is the Wheel of Life which helps clients explore how satisfied they are with eight (or more) areas of their life, for example, personal growth, career, money, family and friends.

- Intuition: dance in the moment
- Self-management: evoke transformation

Jo Goring explained, *'it is so much more than who the client is at work but also who they are outside of work. It's not about work and life, it's about life and that includes work and, actually, I think that's a bit of a shift. I think people are more up for exploring and understanding how to bring their whole self into work and how to actually think about that in a different way.'*

For coaches, we heard that it is a rewarding shift for coaching to be moving away from goal-focused remedial interventions, which helps clients manage their development gaps, towards developmental coaching which aims to achieve lasting change - *'from let's fix it, to let's exploit what we've got'* (Ian Williams). It has also impacted on attitudes towards coaching. We know from our work with coaches and leaders that having a coach has now become not just acceptable, but something of which to be proud. Leaders are now willing to acknowledge that they have had coaching and are more likely to speak openly about how it has influenced and informed them. This can only be a good thing for the growth of the coaching profession.

We recognise that clearly articulated coaching outcomes are crucial for any professional coaching relationship. We suggest that wherever possible, coaching outcomes should be articulated in terms of the level of development and learning the client/coaching programme aims to achieve rather than an explicit goal. Coaches therefore need to be able to communicate the difference between *performance and development* coaching in the contracting conversations. This clarity at the outset helps contracting and boundary setting and allows the success of the coaching programme to be evaluated. Agreeing goals at the outset can be helpful as a starting point as long as they are set within the context of them not preventing opportunities for more developmental outcomes to be achieved along the coaching journey.

"Coaches need to design a very clear statement of intent for the coaching programme, focusing on creating lasting shifts in skillfulness, in the life of the client, that can be observed." Justin Wise

Whose agenda?

Our research has led us to the conclusion that today coaching is not about helping clients get what they want. Rather, the coaching lens is now much broader. It considers the client's goal in terms of whether it is developmental, and also whether it is in the best interest of the client *and* others around them. This raises questions about the responsibility the coach has to the client and to wider society. Skillful coaching requires a coach to be aware of both the needs of the client *and* of other possible competing needs or agendas, and challenging or exploring with the client instances when their beliefs or views appear in conflict.

Being able to hold and balance the organisational agenda with the client's agenda and a multitude of other initially unknown agendas is fundamental to coaching today. We explored this with the coaches in our research. Reflecting on their practice, many felt that in the past much individual coaching had over-focused on the needs of the individual coachee and under-served the needs of the client organisation and wider society. This, and economic factors, as Liz Macann explains, necessitated the broadening of many coach's approach from holding the client's agenda to holding multiple agendas. *'Following the financial crash in 2008, when the question was asked, 'where were all the coaches when the banks went down?' coaches began to reflect on whether they had indeed been following the client's agenda, not just to the detriment of the organisation, but to the world.'*

Liz shared how this reflection fundamentally changed her practice, *'I no longer think that the client's agenda is sacrosanct, it can be challenged. It remains largely the client's agenda but the coach needs to bring themselves, this may be their knowledge of the industry or the world to the coaching conversation'*.

"If my agenda is only about helping the client get stuff done, then I don't think I'm really doing much, I could just be a robot really, tell me what you want, I'll help you get it. But what about the context in which we live, what about the wider world? Is it okay, is it enough for me to just help you become more successful in a system that is making more, or even harming the world, depending on one's perspective."
Aboodi Shabi

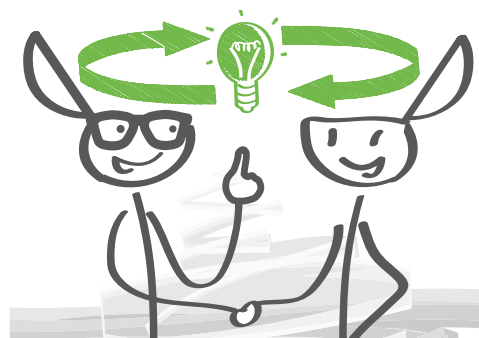
We explored whether this need to hold multiple agendas requires a specific sector knowledge in order to coach effectively. We believe not, rather, what is required is a combination of curiosity and breadth of business knowledge. The Ridler Report (2013) findings support this, it found that a coach's *interest in and appreciation of* a client's organisation was more highly valued (in terms of selecting a coach to work with) than their *knowledge of the organisation* (88 per cent vs. 74 per cent).

Over time many organisations and HR departments have developed a more sophisticated understanding of coaching and have become more effective at articulating the desired outcomes for the coaching at both an individual and organisational level. Clarity of desired outcome is hugely beneficial for coach, client and organisation, especially for HR departments who face increasing pressures to demonstrate tangible results for investment in coaching. However, multiple agendas create challenges for coaches and test their skill, as Pete Hamill explains: *'You are contracting with the organisation and you are contracting with the individual, and my personal view is that the tension of that sits with the coach, and if the coach isn't sitting with the tension, it's because the goal is one sided.'*

"We went through a period where the coach was there for the coachee. I think now what's occurred is that HR is in that frame, and made it much tougher on the coach, but I think that's made it much clearer in terms of the organisation's expectations being made clear to the individual." Ian Williams

Coaches therefore need to be experts in holding the agenda of the client, the client's organisation, and the needs of society in the forefront of their minds. This requires agility of thought and the ability to challenge with compassion⁴ when completing agendas appear in conflict.

Coach - Self as instrument



Coaching has moved beyond being merely a reflective mirror to the client. Now it is expected that coaches will bring their 'whole self' to the coaching relationship, but what do we mean by this and what is the impact on the directive, non-directive debate?

Jo Goring recounts her early experiences of coaching *"It was all about them, not about me and I was really quite careful not to offer an opinion or a leading question. I'd really try and be clear and non-directive and actually just ask the questions."*

Of course the foundation skills for coaching remain building a strong, trusting relationship based on skillful active listening, reflecting and questioning. Yet now we ask our coaches to bring so much more to the table. In our view, building a partnership based on trust and understanding requires the coach to be authentic, which by definition means the coach sharing their thoughts and views when they have them, rather than withholding them.

"A coach is a partner who will challenge, support, cheer-lead, annoy, question and ultimately facilitate the development of another human being into all they can truly be, beyond what they are now, or what their previous experiences or choices have led them to be." Ana Karakusevic

⁴ Roffey Park's research on compassion and the 'Compassion at Work Index' (CWI) can be accessed at www.roffeypark.com/cwi

Information about how the coach is experiencing the client in the moment is often hugely impactful, as are other types of feedback, such as 360-degree feedback and psychometrics. By sharing opinions, reflections or challenging the client's perspective, the coach is not being directive, in our view they are providing valuable data which the client can choose to work with or reject. The crucial consideration for coaches is the intention or motivation driving the disclosure. Is it in service of the client? Does it raise awareness and provide insight?

Aboodi Shabi explained that bringing his values, principles, political or social perspective to the coaching dialogue is fundamental to having curiosity about a client and how they live in the world. He explains, *'this idea of a coach who doesn't have any influence or doesn't give any guidance or suggestions, I think it's just a bit limited, and if the coachee had all the answers, they wouldn't come to the coach, we're all blind in some things.'*

This sense of the coaching relationship being a partnership is encouraged by Professor Reinhard Stelter who describes the coaching relationship in terms of the journey a coach and client take together:

"Coaching is a complex process, a journey into the unknown, where neither the coach nor the client knows the destination or the route. It is more like a journey of discovery into relatively unknown territory. Both parties – coach and coachee – are travel companions, and none of them knows the road ahead. Their journey is based on the agreement that something may occur. The coachee often comes in with the desire to discover something new, a change of course or new perspectives on his or her life." (Stelter, 2014)

"Coaching is a relationship between two people, in the moment, where one of them spins meaning out of their life story, and the other holds – and occasionally adjusts – the spinning wheel, and notices the patterns emerging." Ana Karakusevic

Professor Stelter argues that coaching needs a diological partner, a fellow human, (Stelter, 2016) someone who is completely working together with the client, and in this way coaching really starts to make changes for people.

Aboodi Shabi shares this approach, *'So I'm involved in the chemistry that we have when we're speaking. I will be involved, it's a very intimate relationship, it's not like sitting on side going 'patient number twelve!' You and I had a conversation and you impact me, the way that you speak, the words that you say, the mood that I sense from you, all of that impacts me, and that would be really valuable to input into the coaching'.*

Liz Macann describes her own journey, *'I think we were at the point where clients understood coaching, they knew that they weren't going to be given the answers, they knew that they were going to be helped to think and that the coach was going to stay very neutral, but then I noticed it completely changed, around about the same time, I think, when everybody was trying to survive and the pressure was on them to deliver in a way that it hadn't been in the decade before, and they would absolutely want to know what we thought, and they would start asking for a coach who was from their same world.'*

"Coaching is simple, but it isn't easy." Liz Macann

This experience that Liz describes of clients beginning to demand and value the experience and knowledge their coach brought to the conversation, brings with it great responsibility. The coach has a responsibility to deliver any intervention with care and with a full understanding of the client's needs (or neediness).

Providing challenge

We argue that a coach's careful and considered input of information, knowledge or challenge can be some of the most impactful elements of the coaching. This view is supported by the Ridler Report (2013) which found the following qualities to be the top two rated qualities a sponsor seeks from a coach:

- the coach works insightfully to raise coachee's awareness of the ingrained patterns of behaviour
- coach delivers challenging feedback to coachee

"Challenge in a coaching session is often the grit that creates the oyster." Liz Macann

Skillful challenge is perhaps so highly valued because senior managers often lack it in their everyday interactions with colleagues. Crucially, coaches need to contract at the beginning of the coaching programme to set boundaries and expectations around challenge and feedback and re-contract throughout if necessary.

Harnessing a range of styles

Moving between approaches, providing the appropriate levels of support and challenge, and tiptoeing the boundary between advice and knowledge sharing requires great skill and experience. Pete Hamill highlighted John Heron's 'Six Categories of Intervention' model (below), *'For me, it's how do we weave between those six categories skillfully, how do we do that consciously, so that we're aware of the types of intervention that we're trying to create and why we're trying to create that particular type of intervention in that moment.'*

AUTHORITATIVE

- **Prescriptive:** You explicitly direct the person you are helping by giving advice and direction
- **Informative:** You provide information to instruct and guide the other person
- **Confronting:** You challenge the other person's behaviour or attitude. Not to be confused with aggressive confrontation, "confronting" is positive and constructive. It helps the other person consider behaviour and attitudes of which they would otherwise be unaware

FACILITATIVE

- **Cathartic:** You help the other person to express and overcome thoughts or emotions that they have not previously confronted
- **Catalytic:** You help the other person reflect, discover and learn for him or herself. This helps him or her become more self-directed in making decisions, solving problems and so on
- **Supportive:** You build up the confidence of the other person by focusing on their competences, qualities and achievements

Creating a reflective space

Creating both a space and a means to think is critical to effective coaching and a key way to unlocking a client's thinking. Within this reflective space the client is able to explore something or to try something out in a different way and make meaning from that.

Professor Stelter explains that creating a reflective space moves the conversation away from logical-rational focus where *'a linear cause-and-effect mindset prevails, and the goal that frames the process is clarity and a reduction of ambiguity in relation to, for example, rules, norms, goals and demands.'* Within the reflective space the coach and client can focus on multiple possible versions of reality and multiple perspectives. Crucially, this approach is underpinned by the belief that it is not for the coach to find meaning but to provide the opportunity and space for the client to find this themselves. Professor Stelter continues: *'Coaching is described as a developmental conversation and dialogue, a co-creative process between coach and coachee with the purpose of giving (especially) the coachee a space and an opportunity for immersing him/herself in reflection on and new understandings of 1) his or her own experiences in the specific context and 2) his or her interactions, relations and negotiations with others in specific contexts and situations. This coaching conversation should enable new possible ways of acting in the contexts that are the topic of the conversation.'* (Stelter, 2014)

"In my view the coachee should still, very much, be driving the content and the coach holding the frame or the structure of the session." Jo Goring

Aboodi Shabi shares his experience of working with clients in this way:

'I think that's part of the art of coaching, is how do I meet the coachee where he or she is, with the concern that they come with, and open the conversation in such a way that the coachee can begin to go deeper and really start articulating some concerns that they might have not even been aware of before, but just that niggling sense of, you know, something is missing. So as a coach it behoves me to explore the being of the coachee, even beyond the quick solution and start listening to, what is the human being, are they actually able to operate in this way in the world, and what does their being generate?'

We see this less prescriptive, more exploratory approach to coaching as having gained greater prominence in the field of coaching over the past few years, and whilst the setting of goals for coaching programmes remains a part of the contracting processes, we are encouraged by examples of organisations articulating expansive coaching goals, such as, creating time to think and enduring skillfulness.



Increasing diversity of coaching influences

“Learn your theories as well as you can, but put them aside when you touch the miracle of the living soul. Not theories but your creative individuality alone must decide.” Carl Jung

In order for coaching to remain relevant and for coaches to continue to provide value to clients and organisations, their practice must keep pace with the changing world and embrace new ways of working.

Reviewing the field of coaching today, it is not difficult to see that it is in a very different place from where it was fifteen years ago. Professional accreditation bodies, for example the Association for Coaching (AC), International Coach Federation (ICF), and the European Mentoring and Coaching Council (EMCC) have entered the field and flourished, alongside an increase in the rate of published academic research on coaching. In addition coaches themselves have been developing their skillset, knowledge and experience creating a greater depth and breadth of coaching on offer to organisations and individuals.

“I think we have adapted, albeit probably slowly, to a changing world climate”. Liz Macann

Grant and Cavanagh (2004) attribute the maturation of the field to three factors: accumulated coaching experience, the increasing entry of professionals into coaching from a wide variety of prior backgrounds, and the increasing sophistication of management and Human Resource professionals. They also identify an increase in awareness among coaches of the need to ground their practice in a solid theoretical understanding and empirically tested models. This rigorous development of the field, led by both academics and practitioners, has led to coaching being in the place it is now, one which we believe holds greater diversity, professionalism and skill. In the **appendix** to this report we have included a table which summarises a number of **the key theoretical approaches being used in the coaching field**. The range of approaches outlined is by no means exhaustive, but our aim is to clearly illustrate the diversity of approaches being used today. Approaches range from the use of psychodynamic approaches and Gestalt to NLP, ontological and constructivist, to name only a handful. However, whilst we have treated each as a distinct area we note that in many cases these distinctions between theoretical approaches are often blurred.

This variety in coaching philosophies and approaches has helped develop the professionalism of coaching, with clear benefits to the clients. It also makes coaching accessible to practitioners from a number of different professional backgrounds and allows them to discover and develop approaches that are authentic to them, thus finding their niche. However, this diversity presents challenges for those in the profession who are attempting to standardise coach training and accreditation.

In the midst of all this diversity of coaching techniques one crucial element remains the most important part of coaching – the *relationship* between the coach and the client. Academic and practitioner research, for example Erik de Haan (2013), has found that, irrespective of the tools and the psychological models that people bring to the table, the most important factor that determines success of a coaching process is the relationship.

"There's been very little research that's found any substantial differences between different techniques. You can be Gestalt, you can be NLP or whatever, but the important thing is the relationship, and it's managing that and holding the client's agenda."
Professor Gray

However, whilst coaching effectiveness has mainly been attributed to creating a strong coaching relationship, we still maintain that having a variety of models and approaches from which to draw remains hugely beneficial. The introduction of different coaching techniques and philosophies has created a highly adaptable means of supporting the needs of the client. The variety of approaches allows coaches to be responsive to client's needs, and to be creative and have flexibility to change track if one approach appears not to be working for the client. Ian Williams believes that by having a broader repertoire of interventions coaches have a higher level of professionalism, which in turn benefits the coachee.

Understanding adult development



Coaches are increasingly recognising the usefulness of understanding adult development stages when working with a client. Psychologists now believe that as well as the pre-determined childhood development stages, we can, as adults, also move through a number of logical development stages throughout our lives. As Professor Bachkirova explains in her chapter The Cognitive-Developmental Approach to Coaching in the Complete Handbook of Coaching (Cox, et al., 2014, pp. 130-145) the developmental stages 'influence the depth and complexity of what each individual can notice and therefore operate on and change.' This move from early development to later adult development is associated with becoming less caught up with ourselves, and being more able to distinguish between ourselves and others of the world. Justin Wise illustrates below:

'An early developmental stage might be, "I'm angry, and the world is making me angry, and so it's the world's fault". It seems like I'm the centre of everything. A later

development stage would be, "I'm experiencing anger, there are lots of reasons for it, I can identify some of the sources, it might be connected with things that happened in my past, and it's part of me being in the midst of a big, complex system.'

Professor Bachkirova (Cox, et al., 2014, pp. 130-145) provides a framework that could be used for interpreting this example. The former response would be said to come from an individual operating at the 'unformed ego' level which focuses on the basic needs of the individual. The individual would then have moved through the 'formed ego' stage where he or she is able to focus on the individual's environment and the people who are close to them, before proceeding to the 'reformed ego' level which in the example above enables the individual to connect with the wider world with appreciation of the higher level of complexity. Another layer of complexity is added if you accept the argument that adults are also developing along a number of developmental lines, such as cognitive, emotional, interpersonal, moral and spiritual.

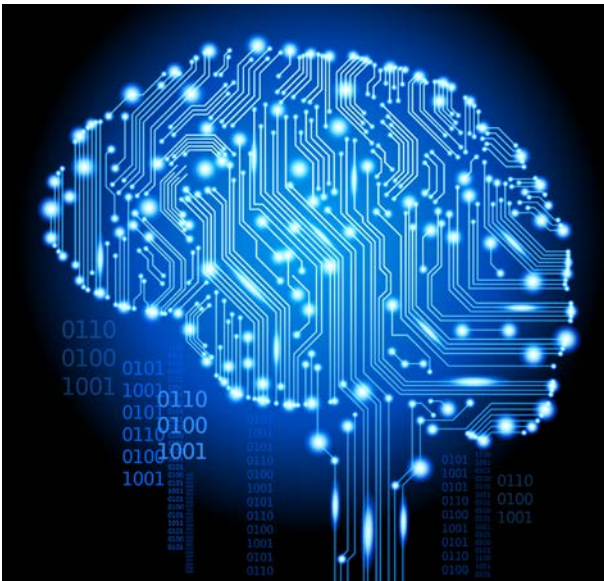
Professor Bachkirova explains that by understanding these development stages coaches are better equipped to address the needs of the clients. This raises the question of whether coaches should work with their client's current level of adult development (as they assess it), or whether it is their responsibility to help the client to move to a higher level of development, in other words should coaches actively influence development? A contentious question. Professor Bachkirova carefully addresses this by drawing our attention to the role of the coach, which is to *facilitate the process of making specific changes that are chosen by the client* and in order to do this she suggests that coaches:

- Help clients identify which developmental lines – needs, cognitive, spiritual, emotional, self, moral and values – are the most appropriate for the coaching task and where along the continuum of these lines the client may be.
- Have awareness of the mechanisms of change and transition between the adult developmental stages in order to provide the client with sufficient support and challenge.
- Have an awareness of their own stages of development in order to reflect on their own role in the coaching process and the dynamics of the coaching relationship.

"The coach helps the client experience the world in a new way. Helping the client ask bigger questions and observe themselves more accurately allows for the possibility that a developmental shift will happen, through practice, and the world will open up some bigger possibilities and questions for that person."
Justin Wise

The key therefore to this approach is to invite the client to explore their connectedness with the wider world rather than be an advisor. This clearly requires an enormous sensitivity to the world of the client, and to what's happening in the moment that you're working with the client. It requires being able to observe what is happening in the here and now and what's going on in the coaching conversation.

Influence of neuroscience



One field of study that is making an impact on coaching (and many other practitioner fields) is neuroscience. Neuroscience is the study of brain activity, its interactions, interconnections and integration with the body. There are a number of scientific discoveries in this field that have an interesting application to coaching, namely 'neuroplasticity' and 'somatic markers'.

Neuroplasticity is the ability of the brain to change. The ability was initially thought to be limited to the child brain; babies are thought to be born with brains that are overwired, and through time some connections are strengthened through use, whilst others wither and die. However, recent research has found that the adult brain also has this adaptability. This is the basic description of learning in the brain. Like muscular tissues, the brain develops through use, and these tissues will reduce with disuse. So in other words decisions and choices we make and don't make are embodied in a physical form in our brain.

When coaching, one key element of neuroscience which is important to understand, is that the brain and the body is an integrated system. The body is not merely there to transport the brain. As Pete Hamill explains in his book *Embodied leadership: the somatic approach to developing your leadership* (2013), when we remember an emotional experience, for example, an embarrassing or uncomfortable event, we don't just have a memory of the event, we also have a physical sensation related to the memory; this is called a 'somatic marker'. Many believe that this may be the neural mechanism for intuition, or gut instinct; we know what to do, or not do, because of how we feel rather than because we weigh up rational thoughts. We tap into the felt experience of being in that situation in previous events. Pete Hamill is keen to point out however, that this doesn't mean we that we are guided by automatic responses, *'we always have choices; it's just a question of whether we are paying attention, which will influence whether we see that choice and make use of it.'*

How can coaches help their clients exercise this choice? Coaches can help clients slow things down and become aware of their automatic responses and have choice about them; and secondly, help clients educate and train their automatic responses so that they are more useful to them.

By feeling a somatic marker and repeating a response we form who we are and sculpt our brains. Of course the somatic markers, or patterns of behaviour, can be useful and not useful. Coaches working with clients who repeat patterns of behaviour that are unhelpful, can draw on neuroscience to offer an explanation for their behaviour and can work with the client to help them pay attention to how they are feeling in situations, thus building awareness and understanding of their somatic automatic responses. In doing so, the client starts to have greater choice over their behaviour. With deliberate practice and attention it is argued that clients can start to change not only their felt response, but also the brain.

'When we are practicing a shaping in response to our somatic markers, we are practicing a way of responding in the world, so we get good at this and it becomes who we are. When we practice centering, reshaping ourselves, not responding to somatic markers but choosing our responses, we are practicing a different way of responding in the world. In doing this we develop new habits, backed by new somatic markers that give us the capacity to respond differently on an ongoing basis. This can be reinforced by the positive impact of what we now do and by the feedback of coaches and others.' (Hamill, 2013)

Emotions and embodiment - beyond the rational mind



"Being rational only has a certain amount of utility, there's so much learning that comes when we get back in touch with the emotional domain, or the spiritual, dare I say it, domain." Aboodi Shabi

When we experience an emotion, it resides not only in our minds but also we feel it physically in our bodies, for example in our stomach. The argument is that as a society we pay attention to being rational human beings, but *who we are* needs to include our complete bodily experience of being alive, including the brain. Many of our choices we make in the professional domain go beyond our rational view of the world, for example, the information we take into account when unconsciously assessing the impact an individual has when she or he

walks into a room.

Exploring the literature on embodiment we can start to understand some of the ways coaches can support the development of self-awareness and real sustainable change in their client. Coaches can also help clients learn to centre themselves; that is finding the areas in their body where they hold tension and learn to return to a place where they are relaxed and centred.

"Although talking is really, really super important, change is also really contingent on the client taking up practices in the midst of their work and life that will allow them to develop skills." Justin Wise

Importantly, for change to occur the client has to change their behaviour. The coach needs to move the client from discussion to action. By supporting the client in their exploration of different actions the client can 'reshape' themselves (for example different posture), and through repeatedly taking actions (changing behaviour) we can change our way of being. This process needs commitment and drive to maintain the path of change. This commitment to change can be supported by the coach by encouraging their endeavours for deliberate practice and by providing feedback on their practice, which at times may be painful. Challenging the client if they are falling into 'automatic mode'.

DEVELOPMENTAL COACHING USING A SOMATIC APPROACH

A very common topic when working with a client is 'I'm too busy'. One way of approaching this would be to help the client identify time management techniques that he could learn. But a more powerful approach would be to work developmentally, exploring with the client how he knows what is important to do, rather than simply trying to do more of everything. The coach can then help the client build the skillfulness in distinguishing what matters from what does not. And because we exist always in a social world this is likely to lead to the client needing to learn how to say 'no' to others, which many people find hard to do. All this is the start of a shift in identity for him, both how he sees himself and how others see him. In turn this calls on the client to learn how to deal with the anxiety that he is likely to experience when he does start to say no. He might not have the kind of body that can tolerate it. He may collapse or freeze the moment he starts to speak, so the coach needs to support the development of the client's embodied skillfulness too. Many clients do not have any idea how to do this for themselves – how to shift the manner in which they engage the body in everyday acts of speaking and relating. The coach at this point can really help by designing developmental practices, rather than expecting the client to know what to do on his own. The coach can also support the client in observing himself in new ways, helping him look where he's not used to looking. Most people can benefit from skilled coaching in this, because we have spent much of our lives looking in places that are familiar, and may not have the skill required to focus attention in the other domains of life, our actions or inside ourselves.

Justin Wise

Team coaching



Our research identified an increased demand for team coaching, which perhaps reflects the need for organisations to find cost effective ways to support and develop their teams. The Ridler Report (2013) identified a similar trend and highlighted the expected steady growth of team coaching over the next three years, with the greatest expected growth in team coaching to happen in teams led by senior executives or managers, or with teams going through change.

As this field expands a clear definition is emerging, one which focuses on collective capability and patterns, which sets it apart from other group interventions, such as action learning, group facilitation and team building.

Peter Hawkins, in his book, 'Leadership team coaching' (2011), explains that coaches working with teams need to make the important shift from focusing on the individuals and their relationships, towards treating the team as an entity as the client. How it performs and relates to the wider system in which it operates is the crucial focus. It is clear from this definition that team coaching is particularly focused on teams of people who work together, rather than groups. Peter Hawkins explains this perspective shift that coaches need to take when coaching teams in terms of the 'magic eye' pictures:

'At first they look like a random mixture of different coloured shapes. Only if you were able to defocus your eyes from the normal way of looking could you see that there was an interesting three-dimensional picture lying behind and within the form you first saw.'

In order for coaches to become effective team coaches, they need to have the ability to stand back from the presenting issues and see the repeating patterns in the wider system. Hawkins calls this a defocusing process. Firstly away from the personal and interpersonal data to see the collective patterns that lie behind and within the overall team picture, and secondly away from the team dynamics to focus on the way the 'team is nested within its systemic context of the wider organization and its many stakeholders.'

"It's trying to find the things that connect us, rather than the things that separate us." Aboodi Shabi

The majority of the coaches we spoke to recognised team coaching to be a growing area and one that had the potential to bring huge benefits to the team and the organisation. However, it is also a field in which coaches need to be cautious and adhere to tight contracting boundaries. Our contributors, for example, cautioned against coaching an individual manager and then also coaching their team - it is not possible to 'unknow' what you know - and this can create real internal conflict for the coach. Critically, a team coach needs to ensure they have clarity in terms of the desired outcome and tight confidentiality contracting.

"Team coaching has many benefits, it goes a long way to help people more deeply understand the people that they are working with, and build more enduring relationships." Justin Wise



Photograph: Ronald C. James. Dalmatian Dog. 1966
<http://brisray.com/optill/thisthat.htm>

Changing trends in the organisational context of coaching

Increasing stakeholder and organisational sophistication

Organisations and commissioning stakeholders (HR departments and hiring managers) are having conversations about coaching which demonstrate increasing sophistication and knowledge. Whilst this is not the case for all client organisations, we identified in our research a number of organisations which had very sophisticated ways of classifying their coaching requirements.

Pete Hamill gave an example of a highly sophisticated commissioning organisation he worked with which classified its coaching into categories in order to help the business decide on their specific leadership development needs and to decide which coach would be a good fit. The four categories are:

- developmental coaching
- time to think coaching, for example, being a supportive partner to aid self-reflection
- team coaching
- systemic coaching, for example, using coaching constellations (a process which creates a physical representation of a client's relationship systems)



What is clear is that there needs to be an alignment between the coach's philosophy towards coaching and the organisation's requirements for coaching, in order for the coaching programme to succeed. Professor Stelter agrees, '*it doesn't make sense that you cooperate with an organisation which has a totally different understanding about coaching than your own beliefs*'.

It is not just HR departments and coaching procurement parts of organisations that are demonstrating an increased understanding of coaching. We found that line managers are becoming highly articulate about what they expect, particularly giving thought to what the *difference* is going to be as a result of the coaching. This is very beneficial as it drives very healthy conversations with the individual.

"I have noticed a trend in both private and public sector for them to invest time to ensure they provide quality of insight and messages given to coach and coachee about expectations and outcomes of the coaching relationship."

Ian Williams

We predict that as the coaching profession matures we are likely to find an increasing number of organisations becoming more sophisticated in articulating their coaching requirements and expectations, thus opening the doors to more helpful conversations about the type and outcomes of coaching.

Increasing professionalisation of coaching



Organisations are becoming more sophisticated about identifying the credentials they seek when selecting coaches. Driven by an HR departments' needs for quality assurance, risk management and the need to ensure that coaches adhere to a set of professional ethics, coaches are being increasingly required to demonstrate that they are accredited and a member of a professional body. The Ridler Report (2013) survey found that over half (54 per cent) of the organisations surveyed expected coaches to be accredited by a professional coaching body. Clearly, there are organisations which employ coaches through recommendation and reputation and take less notice of accredited status, but we believe that over time this practice will diminish.

Fundamentally, the question is, does being accredited make a great coach and can you be a great coach without accreditation? The answer we believe is that accreditation provides a good foundation but should not be seen as the end of the coaches learning journey. Also, one contributor to the research spoke about it 'being a jungle out there' when it came to selecting the best accreditation programme. We ask whether it would be beneficial (or possible?) for coaching to move towards one well recognised standard route into coaching, one body that is clear about what it takes to be a coach, one code of ethics, rather than a whole range of different routes through different associations? Professor Gray mentioned the good work being conducted by the Association of Coaching, the International Coach Federation (ICF) and European Mentoring and Coaching Council (EMCC) into standards and their accreditation programmes, in an attempt to standardise the qualification and 'give purchasers of coaching some notion of what the different qualifications mean'. It is therefore likely that standardisation, not consolidation, will be the likely path the profession takes.

"Coaches should be trained vigorously in the core competencies up to a certain level, they should be able to see patterns, they should be able to work with strength, they should be able to help the client to draw down identified strengths and use them in pursuit of something that they would otherwise find so difficult to do. They need to get in there and challenge the client's assumptions and their perspectives and to use what they hear as the keys to unlock shutdown thought." Liz Macann

Clearly the accreditation programmes and professional bodies play an important part in professionalising coaching, by providing a clear set of ethics and an understanding of professional boundaries. However, the completion of the programme should be seen as the beginning of the coach's development journey. It is incumbent upon coach practitioners to be continually learning and reflecting on their coaching and ensuring that their practice upholds high standards of integrity and ethics.

The view of ensuring that we strive for *professionalism* in coaching rather than *professionalisation* is the conclusion of Professors David Lane, Reinhard Stelter and Sunny Stout Rostron in their chapter on The Future of Coaching as a Profession in the Complete Handbook of Coaching (Cox, et al., 2014), they take the view that:

'it is an appropriate aim to strive for more professionalism in the field of coaching, we should be aware of the number of obstacles or conditions that hinder the establishment of coaching as a profession in the traditional sense. We would argue that it might not even be in the best interests of coaching or its clients to pursue the traditional route to legitimization.'

What appears to be generate strong agreement is the need for the coaching profession to remain rigorous in approach whilst staying relevant in today's world. Aboodi Shabi supports this view:

'I think it's really important that we have a rigorous profession with rigorous standards, rigorous commitments to ethical principles, and rigorous standards for the development of coaching. So I completely support what the ICF, the Association for Coaching, the EMCC and all the other bodies that are working together are doing to make the profession have some standards, to provide proper, better, accredited coaches.'

Coaching therefore needs academics and researchers to work closely together with practitioners, and for academics and professional bodies to work together and build strong bridges. Only then will agreement be reached on what the profession needs to ensure rigour in practice whilst maintaining diversity in application. A number of our contributors highlighted the need for all professionals working in the coaching field to be mindful of a gap forming between academics and practitioners. Now and in the future academic institutions need to continue to ensure that research conducted is useful and helpful to practitioners. Professor Bachkirova believes that this means asking more useful questions than 'does it work?' In return, practitioners need to ensure that their practice is informed by research, whilst also being open and willing to share practical insights with the research community and participate in research.

A NOTE ON NOT TRYING TO MEASURE THE UNMEASURABLE:

A body of evidence is beginning to build in support of the effectiveness of coaching; for example Theeboom et al's (2014) research found executive coaching to have a positive impact on individual performance, well-being, coping, work attitudes and goal-directed self-regulation. However, there is a view that this kind of evaluation may not be able to fully take account of the complexity of coaching, the organisations in which it takes place, or of the changing dynamic nature of coaching conversations. Michelle Williams from Westminster Business School speaking at the 4th International Congress of Coaching Psychology in December 2014 spoke compellingly about the potential hidden objectives of clients and stakeholders (i.e. the client's manager), and asked whether the effectiveness of coaching could be properly evaluated without identifying both the explicitly agreed objectives and the hidden objectives. Given that we know that coaching objectives often change through a coaching process, the notion of 'hidden' objectives (whether they are conscious or unconscious) certainly adds another layer of complexity when evaluating the effectiveness of coaching. In practice, experienced coaches are familiar with this situation and adept at re-contracting with either or both the client and organisation. However, it does appear that, in trying to demonstrate the effectiveness of coaching, research may be at risk of simplifying a process that may not be easily simplified.

"In a sense part of the challenge is the times in which we live, where everything is measurable, everything can be assessed, and everything can be quantified, and yet there's a hunger for something that goes beyond that".
Aboodi Shabi

The quality and competency of coaching supervision/supervisors



The focus on ensuring each coach has regular, good quality supervision was highlighted as an area where coaching needs to continue to develop over the coming years. Certainly many coaches commented that organisations commissioning coaching were becoming as interested in ensuring that a coach receives adequate supervision as they were in checking the qualifications a coach holds.

"I think that we coaches have to do work on ourselves, that's really what makes a great coach, it's not the training that they receive, although that's also important, it's the ongoing work that we do on ourselves, and the ongoing reflections on practice." Aboodi Shabi

The field of coaching has much to learn from the other psychotherapy/therapeutic professions, where the provision of ongoing supervision for reflection on practice is a fundamental principle. This is one example of where coaching has, over the years, become more open to the influences of psychology and psychotherapy.

Why supervision is important:

- to help the coach identify where they may be blind to certain aspects of the coaching relationship, for example, they may be being caught by a certain dynamic
- to understand themselves at a deeper level and how that drives them in the coaching conversation
- to examine whose needs the coach is trying to meet and in so doing building self-awareness
- to examine the coach's own values, own profile, own awareness so they can be the best they can be for the client, rather than the best for themselves
- to be able to download some of the emotional aspects of the coaching relationship which they may be holding on to
- to help disentangle the clients issues from those of the coach

We identified two core skill sets of a coaching supervisor:

The coach mentor:

an individual who has extensive knowledge and experience of coaching tools and techniques who can provide advice and guidance. Some coaches gain this form of supervision in shared peer group setting.

The therapeutic supervisor:

an individual who has a deep knowledge and experience of psychology, so they are able to offer psychological support and handle the emotional side that coaches have to face, to almost counsel the coach.

We discussed with Professor Gray his experience of in-house coaching faculties and the level of scrutiny placed on supervision. He felt that this was an area with scope for further research which explores: how are organisations with internal coaching faculties positioning supervision; whether they make it mandatory; whether internal supervisors are used or are they external; what is the balance between the two; and are there any perspectives that the supervisors bring that are regarded as more legitimate than others.

A priority now for the field is the training of supervisors and the setting of quality standards and clear expectations of what effective supervision is in the coaching field. This standardised approach may also help manage the costs that are associated with the provision of supervision. Professor Bachkirova believes that it is crucial for more research to be conducted to explore the quality of supervision practice and that we should be looking at more creative ways to provide supervision so that it is affordable whilst still serving the purpose of pushing and challenging coaches in their practice.

The development of in-house coaching provision

Our research identified a trend towards large organisations building their own internal coaching provision. This view was supported by the Ridler Report (2013) which found that 79 per cent of organisations expected to see an increase in internal coaching over the next three years. The tightening of training and development budgets and the need to find cost effective ways to deliver coaching is clearly one driver for developing an in-house coaching service. There are also other reasons. Organisations with their own coaching capability benefit from having coaches with a strong cultural understanding and organizational knowledge. They also may find it easier to quality assure; they know what they're getting. Whilst there are clear benefits, organisations need to be cautious and mindful of the long term implications of confidentiality. Professor Gray expanded on this:

"I think there are considerable confidentiality issues around internal coaching that have not really been worked through yet, because if, let's say, you have a coach and then, five or ten years later, you're still both in the organisation but one of you has risen substantially, then the coach has very confidential information on that person who is now the CEO or the Head of Finance or whatever. Organisations are very political places... very political, and I think that scenario hasn't worked itself out yet. The challenges in terms of culture and quality control and ethics and confidentiality are still to be resolved."

Given these confidentiality concerns it is not surprising that the Ridler Report (2013) found that 85 per cent of organisations agreed that their most senior executives preferred an external coach to an internal coach, and the top reason given was that it creates a safer space to discuss sensitive personal or organisational issues.

Expanding the reach of coaching

Our research participants identified two arenas where the use of coaching is pushing boundaries:

The impact of coaching in other professions

The appeal of coaching crosses professions. Professor Stelter has identified a trend in the need for coaching to become a competence in other professions, and to not just be limited to the business world. He believes that having nursing or educational professionals trained in coaching will be beneficial for the future of organisations operating in the social domain. This need will drive a demand for different kinds of coaching programmes; ones which are not exclusively focusing on qualifying people to coach a client, but focused on working with patients and older children.



"Medical treatment is becoming increasingly individualised and uses a greater amount of self-monitoring technology, putting patients much closer to their own healthcare. This impacts on the doctor-patient relationship in a way that requires the doctor to work with their patients in a more dialogical and partnership way. Patients are more educated from the system, but they need some kind of guidance and coaching. Health professionals in that sense will support their patients in a totally different way."

Professor Stelter

The globalisation of coaching

There is a growing number of international organisations running development programmes which span the world. Our research identified the challenges of importing the American/UK framing of coaching into other countries which might have a different understanding or interpretation of coaching. (Although, it could also be argued that many coaching approaches have Eastern influences).

Ian Walker spoke about the need to be aware of the 'various cultural overlays as you move East'. He found storytelling to be the best approach, 'the way that organisations I have worked with have taken coaching on board is by using stories as a metaphor; it's not what I call a pure goal-focused, grow-type model. It's more like let's tell a story around this, let's take that concept of coaching and apply it.'




"In Malaysia the sharing of wisdom is valued, so embracing a more mentoring approach is likely to prove beneficial. In the Middle East, there isn't an Arabic word for coaching, so time and thought is needed to explain and develop a concept of coaching which is appropriate for their culture." Ian Williams

Conclusion

Our exploration of the use of goals in coaching has led us to the conclusion that, whilst many coaching conversations still begin with an explicit goal, coaches are no longer limited by them. Coaches have become adept at holding goals lightly, expanding and challenging them. Coaches' ambitions go beyond working in service of the client's goal, they seek to ask the client the bigger question, the question that will facilitate a greater depth of learning.

Coaching can be seen as a journey, a collaboration between two individuals, where both client and coach give something of themselves. The end point may not be known at the beginning, but the planned outcome is clear, a client who has an increased capacity to engage with life. It is not for the coach to find meaning but for the coach to provide the opportunity and space for the client to find this themselves.

We are excited by the coaching field's openness to learning from a wide range of disciplines and we are confident this will continue as the profession continues to develop and mature.

A graphic showing two hands, one from the left and one from the right, holding a large, 3D, metallic-looking word "FUTURE". The hands are silhouetted against a bright, cloudy sky. The word "FUTURE" is positioned horizontally between the two hands, with the fingers of each hand gripping the letters. The background is a soft-focus image of a sky with white and yellow clouds, suggesting a sunrise or sunset. The overall tone is hopeful and aspirational.

FUTURE

Organisations are becoming more knowledgeable about coaching too, which, alongside increases in coach training providers and accreditation bodies, has resulted in an increase in the quality, depth and variety of coaching being available. We do believe that there is still some way to go make the accreditation process more standardised and the marketplace less confusing, and we do not underestimate the difficulty of this task. Going forward, in order to both uphold the professionalism of the field, and protect and develop our coaches, we believe that it is important for the coaching profession to maintain its focus on the quality of supervision and continuing professional development (CPD).

Coaching carries huge responsibilities which go beyond meeting the needs of the client. We have found in our research that coaches take very seriously their wider responsibility to society, the client organisation, and the world. This has meant that coaches have become highly adept at holding multiple agendas, sometimes in conflict with one another, and providing constructive challenge to a client's view of the world.

Our research has allowed us to reflect on whether the coaching field is in a strong position to support individuals and organisations navigate their way through the challenges of a fast changing, complex, global world – we believe that it is. There is a clear recognition from the coaches we have spoken to that coaching is not about helping people work harder and faster, but about providing a reflective space to allow a client to understand themselves better and thus equip themselves more effectively for life and the world of work, as well as helping clients become more fulfilled human beings.

Appendices

Theoretical approaches used in coaching

ADULT DEVELOPMENTAL

Adult-developmental approach suggests that adults undergo significant changes in themselves, for example in the way they make meaning of their experiences. The changes of these capacities occur in a logical sequence of stages a varied rate throughout the life of an individual and they influence the depth and complexity of what an individual can notice. Coaching from this perspective is predicated upon the idea of four main stages of development and it suggests that coaching at each stage needs to focus on stage-of-development related issues.

BEHAVIOURAL

Behavioural approach to coaching focuses on facilitating practical change over psychological adjustments. This approach is action or goal focused insofar as it looks to the future and seeks to create change and embed it in real life contexts. The primary method is assisting the client to identify and form well-crafted goals and develop an effective action plan. The role of the coach is to stimulate ideas and action and to ensure that the goals are consistent with the client's main life values and interests. In this approach, coaching is essentially about raising performance and supporting effective action. (Grant, 2003).

COGNITIVE BEHAVIOURAL

Cognitive behavioural approaches focus on changing the way a client thinks about a situation or event. With its roots in cognitive psychology, the study of the mind. This approach is focused on helping the client become aware of thought processes which have a negative impact on behaviour and skills achievement, with the belief that most behaviours have cognitive underpinnings. Coaches will work with the client to help them understand that it is not the external event that determines the emotional response, but their interpretation of the event.

CONSTRUCTIVIST

Constructivist theory argues that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. The theory is based on the belief that a person's actions and intentions can best be understood by studying their perceptions and interpretations, many of which operate at an unconscious level. Coaches can use a range of visual and narrative-based constructivist techniques to illuminate the richness, uniqueness and complexity of their client's perceived world.

EXISTENTIAL

Existential coaching is based on the premise that we experience our existence through our bodies and within conditions of time and space. Clients are helped to focus upon their presenting concerns in ways that contextualize them more adequately, within their worldview, for example, beliefs, values, attitudes, and assumptions that make up, maintain and identify their way of being.

GESTALT

The Gestalt approach to coaching stresses paying attention to patterns and the whole form. Gestalt coaches believe that behaviour cannot be fully understood without reference to its context. Gestalt practitioners emphasise Presence and Use of Self as Instrument to help the client focus on their experience in the present moment. They bring skills and methods which support the client's ability to explore 'what is'. The assumption is that awareness will lead to change, and that change happens by paying attention to 'what is'.

NEURO-LINGUISTIC PROGRAMMING (NLP)

Neuro-Linguistic Programming (NLP) is grounded in the belief that individuals actively construct their own versions of 'reality', based upon their personal experiences. NLP coaches work with the belief that there is a consistent internal ordering and structuring of our perceiving, thinking, feeling and behaving, which is a function of their experience of the world. This leads to people having different ways of selecting and recording information and the way in which they anticipate events. The NLP coaching process focusses on three main questions: Do clients know specifically what they want? Can they keep their senses open so they know what they are presently getting? Do they have the flexibility to keep changing until they get what they want? B. Grimley in (Cox, et al., 2014)

NARRATIVE

The Narrative approach recognises that there is an intimate connection between the ways in which people see themselves, the ways they narrate their daily life, and the ways in which they behave. The narrative approach presumes that coachees are continually clarifying, claiming and convincing others of their identity through positioning themselves in both their internal constructions and their external interactions. The focus of the coach is on the story and how it is being told in the here and now, bringing them back to their present experience, and creating a basis for change.

ONTOLOGICAL

Ontological coaching focuses on the dynamic interplay between language, emotions and body – the way of being. One core belief of this approach is that language generates reality. The coach listens for the language of moods and emotions as well as observing the somatic (within the body) manifestations in the coachee's posture.

PERSON-CENTRED

The Person-centred approach has its foundations in humanistic psychology and is both relationship-oriented and experiential. Much of the approach is based on Carl Rogers' basic assumptions about people; that they are trustworthy and have a vast potential for understanding themselves, personal growth and resolving their own problems. This approach draws from psychotherapy and has a strong emphasis on the Practitioner-client relationship, suggesting that the relationship itself (its warmth positive regard, non-judgmental acceptance and empathic understanding) is a main ingredient for growth. Active listening, paraphrasing, summarising and giving feedback are core to this approach.

POSITIVE PSYCHOLOGY

In the Positive psychology approach the coach focuses on strengths, positive behaviours and purpose, to increase well-being, enhance and apply strengths, improve performance and achieve goals. Coaches operate in a positive frame and actively identify reasons to genuinely believe in the potential of their clients. They can use a range of assessment tools to identify and help a client recognise his or her strengths and set goals based on these strengths.

PSYCHODYNAMIC

The Psychodynamic approach recognises the deep motivators that underlie behaviour. Freud argued that human energy was expressed through one of three channels Id, Ego and Superego and that behaviour was the result of the interplay of these conflicting internal forces. Coaches using this approach may raise awareness of a client's internal conflicts and explore their use of defense mechanisms (ways of keeping threatening feelings out of consciousness). Other concepts include, transference and countertransference, family dynamics and narcissism. Bruce Peltier (Peltier, 2001) argues that the task of a psychodynamically-trained coach is to translate observations into clear and effective change; enlightenment of the client is unlikely to be sufficient for organisational needs.

SOLUTION-FOCUSED

Solution-focused coaching places primary emphasis on assisting the client to define a desired future state and to construct a pathway in both thinking and action that assists the client in achieving that state. Solution focused coaches therefore focus less on the cause and effect that led to a current problem, holding the belief that this may constrain the client's frame of reference and thus limit potential solutions. This approach is based on the beliefs that events and meanings are actively constructed in dialogue rather than simply given to us in experience, and that the client is fundamentally capable of solving their problem.

SYSTEMIC APPROACH

Systemic approach coaching is about helping the client to recognise patterns of behaviour and forms of feedback, and in doing so to see their experiences in new ways. It also encourages a holistic view, in which various other parts of the system may have relevance to the issue at hand. Humans are complex adaptive systems insofar as they consist of a combination of interacting systems that are affected by change and can respond to changed circumstances. A systemic coaching model seeks to foreground complexity, unpredictability and contextual factors, and highlights the importance of small changes; it encourages openness, growth and creativity. (Ives, 2008)

TRANSACTIONAL ANALYSIS

Transactional analysis (TA) is a philosophy about how people relate to themselves, others and the world. TA is a theory of human development and communication. TA concepts, models and metaphors aim to promote autonomy by encouraging people to update old strategies and create new ways of interacting with people. The most central concept of TA is ego states, also known as Parent, Adult and Child. Coaches need to be alert to the flow of energy between the states through the use of language, voice tone and body language and raise the client's awareness of what is happening in an interaction.

TRANSPERSONAL

The Transpersonal approach is concerned with the belief that we are spiritual beings with a soul and a spirit, it goes beyond the personal (everyday consciousness) into the realm of the sacred, the holy and the divine. However, it is not a religion, it is a personal experience and a realm of personal discovery. The role of the coach is that of a companion along the client's journey. The transpersonal relationship opens up a space in which the client and the coach can coexist in a deeply spiritual way. For example, the coach may ask, 'what does your soul say about this?' John Rowan in (Cox, et al., 2014, p. 152)

Contributors CVs

Professor Tatiana Bachkirova

MEd, MSc, PhD, C Psychol, AFBPsS



Tatiana Bachkirova is Professor of Coaching Psychology and Co-Director of the International Centre of Coaching and Mentoring Studies at Oxford Brookes University. As well as being an academic which involves teaching in the UK and Hong Kong and supervising PhD students, she is also a coach and coaching supervisor. She is a Teaching Fellow of the University and the programme leader for the programme of Advanced Study in Coaching Supervision. She is also a Visiting Professor in The National Research University "Higher School of Economics" (HSE) in Moscow.

Professor Bachkirova is a recognised author, international speaker and holder of an achievement award in recognition of distinguished contribution to coaching psychology from the British Psychological Society. She is a Convener and Chair of the International Conference in Coaching Supervision and a Member of the Scientific Advisory Council (SAC) at the Institute of Coaching at Harvard.

Tatiana is an active researcher in coaching psychology and supervision. In 2011 she was granted a title of a Harnisch Scholar by the Institute of Coaching. She was the first co-editor in chief of the Coaching: An International Journal of Theory, Research and Practice and continues to serve as a member of the editorial boards of four academic journals. She has published many research articles, book chapters and books, including the Complete Handbook of Coaching (2010 and 2014), Coaching and Mentoring Supervision: Theory and Practice (2011), Developmental Coaching: Working with the Self (2011) and the SAGE Handbook of Coaching (2016).

<http://www.brookes.ac.uk/iccams/>

Jo Goring

BA (Hons), Cert Training Practice (CIPD)



Jo has extensive experience as a learning and development specialist and coach, working with individuals at all levels, in both the private and public sectors. She is passionate about helping managers and leaders become more effective in the workplace. Her areas of expertise include personal effectiveness, coaching skills, performance management, influencing skills and leadership.

Prior to joining Roffey Park, she worked at the National Audit Office designing, developing and delivering a suite of management development programmes and supporting individuals with coaching. She created 360 feedback solutions, facilitated team events, and gained a real understanding for the need to create robust talent management systems.

She has also gained much learning and development experience in the private sector working in-house as a National Training and Development Manager with a leading professional services firm. Here she developed and delivered personal skills, coaching skills, core management and leadership skills programmes.

In her time as a training consultant focusing on call centre clients, Jo delivered customer service, sales and team leader development programmes and coaching, to a broad range of clients in the travel and leisure industry, banking and public sector. This work helped her to develop a strong commercial acumen and a clear understanding that any development programme must show a significant return on investment.

She is a Master Practitioner of NLP, an experienced facilitator and qualified to utilise MBTI and FiroB Instruments. Her coaching practice has included all levels of staff from future leaders to Directors. She has been proven to help stretch and challenge individuals, so that they can reach their full potential. Jo is Course Director for Roffey Park's Open Programme Coaching Skills for Line Managers. She has recently gained her Practitioner Diploma in Executive Coaching at the Academy of Executive Coaching.

Professor David Gray

PhD, MSc, MA(Ed), Postgraduate Certificate in Education, BSc (Econ)



After graduating from the London School of Economics, David embarked on a 13 year teaching career as an economics lecturer before taking up a post in training and development at the London Stock Exchange where he was director of a major training development initiative for the UK securities industry.

In over 20 years at the University of Surrey, David led many professional development programmes, including a work-based learning degree designed specifically for adult learners in the workplace, and various Masters programmes in management. He taught on the School of Management's 'flagship' programme, the MBA, for which he designed and taught the Action Consultancy module. Through this, local organisations ranging from corporates, to small and medium enterprises and voluntary sector organisations, identified key business challenges for which, under the guidance of the University, MBA teams conducted research and devised options and solutions for implementation. As Professor of Leadership and Organisational Behaviour at the University of Greenwich, David is active in bidding for research projects, supervises doctoral and MSc students and teaches research methods.

David's research interests, and publication record, include research methods, management learning (particularly coaching and mentoring), action learning, reflective learning, and e-learning. He has written books on work-based learning, coaching and teacher education and published in prestigious journals such as *Organization Studies*, *Management Learning*, and the *International Journal of Human Resource Management*. He has been a member of the International Coach Federation's global research committee, and has recently edited a European handbook for mentors in vocational education. David has led a significant number of coaching research programmes both for managers of SMEs, for unemployed managers who want new employment and more recently for unemployed managers who seek to start their own businesses.

Pete Hamill

MSc, BSc (Hons), CertCoun, Master Somatic Coach (MSC)



Pete is a consultant, facilitator and coach with an international background in leadership and organisational development, and is an expert in the field of Embodied Leadership. He is interested in leadership and personal development, including the role that conflict plays in organisations and society.

Following a BSc (Hons) in Physics & Astrophysics from the Queen's University of Belfast, Pete trained as a consultant with Fast Future Ventures, focusing on strategy, innovation and futures & scenario planning. Pete now runs his own business, Uncommon Leaders Ltd. Previously he worked at Roffey Park Institute for five years, and continues to work as a tutor on the Roffey Park MSc in People and Organisational Development, and their Post-Graduate Certificate in Coaching.

In his international volunteer work Pete has served in executive positions with both the UK and Italian chapters of the youth leadership development charity, AIESEC. He has also acted as an advisor to PeaceDirect, an organisation aimed at conflict resolution and prevention, and a volunteer coach with troubled young people through the charity Youth at Risk.

Pete is the only executive coach in Europe to have completed an intensive four-month training internship with Dr. Richard Strozzi-Heckler at the Strozzi Institute for Embodied Leadership. He has been certified as a Master Somatic Leadership Coach and has completed a Certificate in Humanistic Counselling with the Gestalt Centre in London. He has also completed an MSc in Change Agent Skills & Strategies at the University of Surrey.

Pete has published articles in a range of publications, including *The Times*, *HR Magazine*, *People Management*, *The Retailer*, and *Charities Management*, and has written a book entitled *Embodied Leadership*, which was published in June 2013 by Kogan Page. He has recently begun studying for a PhD to further his research on Embodied Leadership.

Ana Karakusevic

MSc, BA



Ana has over 15 years' experience working as a learning and development professional, which follows a ten-year career in BBC editorial teams in 24-hour global news. As an L&D professional, Ana has led several training functions, including leadership, online learning and change, and worked as an internal and external consultant in media, public sector, academia, finance, technology and sustainability sectors.

Ana has been coaching middle and senior managers for over 10 years. During that time, she became the first BBC coach to gain an accreditation with the International Coach Federation, through the portfolio (100 coaching hours and advanced professional development) route. Since then, Ana has trained with Nancy Kline (Time to Think approach), Sir John Whitmore (Transpersonal Coaching), as well as in a range of other methodologies, including Co-active Coaching, Gestalt, Polarities, Archetypes, Mindfulness, Working with sub-personalities and Creative visualisation.

Ana is the Programme Director for Roffey Park's PG Cert in Coaching Practice, accredited by Sussex University.

In her coaching, Ana likes to focus on the whole person, their logical and their intuitive self, their personal passions and their life at work, helping them synthesise and get the most out of all aspects of their personality. She also believes in the importance of addressing the whole system, and works to help her clients align their own personal strengths with the desired business objectives. Despite being trained in a number of tools and approaches, she prefers to hold them lightly and co-create interventions in the moment, depending on the client's (un)expressed wishes and needs.

Ana holds an MSc (Distinction) in Advanced Learning Technology from Lancaster University, as well as two BAs (in Languages and Literature, and Film Directing). Her other qualifications include MBTI and 16PF psychometric tools, Barrett Cultural Values OD tools, Theory U approach to complex change, and Art of Hosting group facilitation tools (Open Space, World Café and Appreciative Inquiry). Ana is currently studying for a post-graduate diploma in Psychosynthesis Counselling, as a way of deepening her practice of helping people develop to their best potential in life and at work.

Liz Macann



With a history in General Management, HR, OD and Consultancy, Liz trained as an executive coach in 2000 and has since worked with a diverse client group of senior executives and leaders in the media, professional services and public sector at home and abroad. Liz co-founded the BBC's in-house coaching provision in 2001 and then as Head of Executive, Leadership and Management Coaching evolved the BBC Executive Coaching Network which won the 2008 International Coach Federation award for best practice and professionalism.

As a coach, Liz's approach is to facilitate the creation of pathways to new thinking territory in clients who are ready to make the changes they need achieve their desires. The core of the work is developing the clients' personal leadership so that their confidence, clarity and innovation increase as their self-understanding grows. The client can stretch their approach, leave their preconceived ideas and face up to the tough stuff in the safety of a confidential relationship that has no agenda other than the client's.

During her 11 years in the role at BBC Liz created the executive coach training course (accredited through the European Mentoring and Coaching Council and International Coach Federation) and was responsible for the selection, professional training and development of c.260 coaches and the service they provided. Since leaving the BBC in 2010, Liz has introduced culture specific internal coach training to a number of organizations.

As well as being an APECS, AC and ICF Accredited Coach, Liz is trained in Brief Therapy, Constellations, Career Management Coaching and Coach Supervision, and is a qualified MBTI practitioner. She is on the editorial board of Coaching at Work magazine.

Aboodi Shabi



Aboodi was made in Baghdad, born in London to an Iraqi Jewish father and a Lebanese Christian mother, and educated at an English public school. Growing up with that challenging blend has given him a sensitive antenna for different perspectives and a deep curiosity and understanding about people and what makes them tick.

Talking about his coaching style he says, 'Working with me, you can expect a rich transformational journey – I am rigorous, caring and sometimes challenging, always with a good measure of compassion and lightness. You'll learn more about who you are and how you got here, and explore how you can develop in new ways to open up greater possibilities for a more fulfilling and rewarding professional and personal life.'

Aboodi has had a long career in the voluntary sector, and became involved in coaching in the mid-1990s. Since that time, he's worked with thousands of people all over the world, both individually and in groups as a coach, trainer, mentor and facilitator.

Aboodi has a leadership role within the coaching profession, first as founding co-President of the International Coach Federation's UK chapter in 1998, and later as an ICF global board member. An ICF-accredited Professional Certified Coach, Aboodi is also a Fellow of the RSA, and on the editorial board for Coaching at Work magazine.

Over the years, Aboodi has trained with a wide variety of coaching schools, most significantly with Newfield Network, where he was individually coached and trained by Julio Olalla, Newfield's founder, eventually becoming one of Newfield's senior trainers, leading transformational coaching programmes and seminars up to Master Coach level in Europe, Asia and Africa.

He remains a passionate learner committed to his on-going professional and personal development.

Professor Reinhard Stelter

Ph. D



Dr. Reinhard Stelter holds a Ph.D. in psychology from the University of Copenhagen and is Professor of Sport and Coaching Psychology at the University of Copenhagen and head of the Coaching Psychology Unit, Department of Exercise and Sport Sciences, visiting professor at the Copenhagen Business School (Master of Public Governance) and since 2011 course director at the Copenhagen Summer University teaching about Coaching, Kierkegaard and Leadership. He has received further training in psychotherapy, counseling, coaching psychology, social constructionism and applied sport psychology. He is an accredited member and associate fellow of the International Society for Coaching Psychology where he also functions as one of the Honorary Vice-Presidents.

Reinhard is an editorial board member of International Coaching Psychology Review, Coaching: Theory, Research and Practice, International Journal of Mentoring and Coaching, and a co-editor of Coachingpsykologi – The Danish Journal of Coaching Psychology. Between 2001-2011 he has been associate editor of Psychology of Sport and Exercise. Between 2009-15 he has been member of the Scientific Advisory Board of The Institute of Coaching, Harvard University. Furthermore, he is member of the Advisory Board of the Copenhagen Coaching Center, where he also functions as senior coach and external lecturer on the 2-years coaching program. He is the author and editor of one of Scandinavia's most successful books on coaching (published in Danish and Swedish) with the English title "Coaching – learning and developing" (nearly 30,000 sold copies). He is editor and author of 11 books and about 200 articles in scientific and research oriented journals or books. His research interest is oriented towards mindfulness, narrative coaching and community psychology. Currently he leads a research project with the focus on narrative and collaborative group coaching. During the last eight years he has organized a series of lectures on coaching – research and practice at the University of Copenhagen. He has just (October 2016) published a new book in Danish which will be translated to English: "The Art of Lingering in Dialogue". Read more at www.nexs.ku.dk/coaching or www.rstelter.dk.

Ian Williams

M.A. M.Sc. FCIPD



An Associate Consultant with Roffey Park, Ian has 30 years' experience in the Human Resources profession. Ian's career has included specialising in learning and development with Shell, managing large scale change programmes within Diageo, handling complex employee relations issues while working for Kingfisher. In Ian's last three corporate roles with Fujitsu and dunnhumby (part of Tesco) and Lloyds Banking Group Ian has specialised in the talent, leadership and change agendas with a heavy emphasis on coaching senior leaders.

While Ian was at Fujitsu he managed a major transformational project to improve the people management skills - this was recognised by Investors in People who awarded Fujitsu champion status. Ian also masterminded the award winning talent strategy for account management talent development programmes. With dunnhumby Ian designed and ran the highly acclaimed global dunnhumby leadership academy, introducing innovative action learning sets and ensuring that all the senior leadership had support to work on their leadership challenges. At Lloyds Banking Group Ian led the creation of a values based change programme assisting the merger of the two banks. Through these roles Ian has had extensive international experience. More recently Ian has supported BP review their talent strategy.

Ian has worked extensively with directors on a 1:1 basis using coaching, facilitating, action learning sets and running top team-building events.

As an HR Director, Ian has a track record of devising strategic HR interventions to support business strategy and objectives in both global complex blue chip and small entrepreneurial organisations. He has driven and implemented intricate organisational and development change and processes successfully and with political sensitivity.

Justin Wise

MA (Cantab.), MSc (Lond.), MSc (Sussex)



Justin is a coach, educator, organisation development consultant and computer scientist. His central interest is working developmentally with people in professional and leadership roles, so they can learn to turn the challenges of their work into possibilities for flourishing.

He has practiced in this field full-time since 2005. His practice includes clients in healthcare, global retail, consulting, law, banking, science and technology organisations, government, property and the not-for-profit sector. A significant focus of his work is the development of professional coaches and consultants. He founded thirdspace coaching, a professional coach development organisation that teaches integral development coaching, in London in 2006. He serves as a senior faculty member with New Ventures West on professional coach training programmes in the USA, UK and Europe. He is also a faculty member on the MSc in People and Organisation Development at Roffey Park, and has served as faculty on the Post-graduate Certificate in Coaching there.

Before taking up coaching as a profession, Justin had a career in computer software development. He was awarded a first-class degree in Computer Science from Cambridge University, and an MSc with distinction from University College London. He worked for a decade in film and television animation software, where he found himself attending to the development of people and teams as much as to the creation of new technology. The animation software company he co-founded won the Queen's Award for Innovation in 2004.

Justin holds a Certificate in Group Process Consulting from the NTL Institute, and a professional coaching certification from New Ventures West in San Francisco. He is an International Coach Federation Professional Certified Coach. When he's not working with clients, he dedicates his time to his family, teaches philosophy, runs, plays guitar, and reads very widely.

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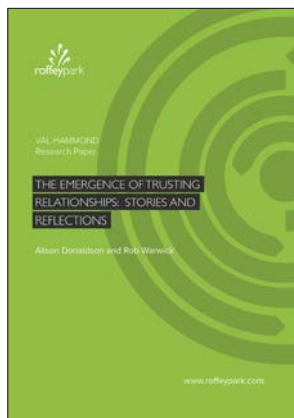
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In order for coaching to remain relevant and for coaches to continue to provide value to clients and organisations, their practice needs to keep pace with the changing world. Our research found that this is indeed happening and that coaching continues to evolve and diversify whilst its reach and popularity also continue to grow.

For this research we spoke to ten notable academics and experienced coaching practitioners to explore some of the developments in coaching practice, the diversity of fields that now influence coaching, and also examine some of the changes in the organisational context of coaching.

The report discusses the shifting significance of goals in coaching conversations, the widening of the coaching lens to encompass a multitude of agendas, and the changing role of the coach, from reflective mirror to a true partner. It explores the impact of neuroscience, adult development theories and somatic approaches. It also takes a look at the increasing sophistication of organisations in their commissioning and understanding of coaching, the increasing professionalism of coaching and the impact of these on the demands of coach training and continued development.

Coaching, we believe, is not about helping people work harder and faster, but about providing a reflective space to allow clients to understand themselves better and thus equip them more effectively for life and the world of work, as well as helping clients become more fulfilled human beings.

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