

THE ASSOCIATION FOR COACHING MAGAZINE

Global Coaching Perspectives

JULY 2015 | ISSUE 6



"promoting excellence & ethics in coaching"



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Welcome to the July 2015 Issue

Welcome to the July edition of our newly refreshed publication. Yes, that's right: the bulletin has grown up, expanded and become a magazine with a proper name! Following a member survey we are delighted that the most popular name was our favourite too.

Welcome to **Global Coaching Perspectives**, your Association for Coaching magazine.

We have a truly global spread in this issue, with articles from the USA, India, Spain, Belgium, Japan and the UK – and our first contribution from North Africa. We have an even broader net of cultural backgrounds including Poland, Ireland and Lebanon. The contributions are rich and varied, and I am sure they will both stimulate you and be of use in your own coaching.

Beyond coaching is our theme for this issue. As I write Greece is in economic turmoil, the fate of their relationship with the euro in the balance; the boss of British international bank Barclays has been sacked in a row over strategy; China's markets continue to be highly volatile; Tunisia takes drastic anti-terrorism measures following the tragic shooting of tourists; and the UK's budget unveils a radical review of wages and welfare benefits. There is never a shortage of news that affects our clients' lives and work. So we do well to reflect on the context in which we coach and how we as coaches should engage with the big issues of our times while serving our clients' needs.

Kathryn Myronuk describes how Singularity University creates an innovation culture to solve big global challenges. The need for exclusive

client focus is one of eight myths exploded by **David Clutterbuck**, one of the fathers of coaching., Read how **Ciaran Coleman** found his element through standing up to injustice. Meanwhile, in India, our featured coaching country, we learn of coaches keen to face into a volatile, uncertain, complex and ambiguous (VUCA) world. No need to stress the importance of coaching within the financial sector – do take a look at **Beate Paweczyk-Cnudde's** plea for more support. International coach and trainer **Aboodi Shabi** discusses whether coaches should become more involved in the issues of the day: read my interview with him to find out his views. As always the quality of our coaching is on our minds: read **Mouhcine Ayouche's** evocative plea (translated from the French) for listening to the unsaid in our sessions, and catch up with **Michelle Lucas's** account of our AC International Coaching Supervision Day.

I hope you are enjoying some kind of holidays wherever you are. Make sure you include a session with **Global Coaching Perspectives** as you relax!

With my warmest wishes,
Hetty

The Expert Beginner: Creating an Innovation Culture



Singularity University in California’s Silicon Valley takes a unique approach to innovation. Faculty member [Kathryn Myronuk](#), named as one of CNN’s Top 7 Tech Heroes to Watch in 2015, describes their graduate summer programme.

How would you help one billion people over the next decade? Could you create a team to start and prototype your billion-person idea in just a few weeks? Singularity University (SU) asks this of every participant in its ten-week Graduate Summer Program (GSP) and each year the participants and their newly formed teams deliver innovative projects.

Singularity University was jointly founded in 2007 by [Dr. Peter Diamandis](#) and [Dr. Ray Kurzweil](#). SU is unique in the way it enables the creation of sustainable solutions to difficult challenges that face humanity, such as education, energy, environment, global health, poverty, security, space and water. Based in Silicon Valley, the University inspires entrepreneurial leaders to leverage exponential technologies to develop innovative solutions to these challenges at a large scale.

To achieve this, the staff and faculty build an environment where innovation is possible, but the participants themselves develop an appetite for innovation, which makes it inevitable. The tools SU uses to increase

innovation in our participants can be adapted by others seeking innovation at large or small scales.

BRINGING IN EXPERTS, SENDING OUT BEGINNERS

Global grand challenges are large and often problems that seem beyond the skills of even large governments and organisations to address. How can SU ask small teams to work on them? Why do we think these small teams can do what others cannot do? The agility and speed of small teams plays a role, but speed without creativity and new ideas – new goals – goes nowhere. After working with participants in six summer programs, I’ve found a key to lasting innovation is bringing confident experts into the program, but then sending confident beginners back out.

Expertise creates habits of assuming what tools and which people we’ll need to work on a problem. It creates hard-to-break assumptions from history and individual intuition about what might work and what never will work. This



expert knowledge gets reinforced in meetings and conferences with other experts. I tell SU's participants that one definition of an expert is a person who is burnt out on a problem, because they know exactly how hard the problem is and how many people have failed to solve it.

EXPERTS RE-ENERGISE EACH OTHER

In the 'Parable of the Long Spoons' a person gets an early chance to tour Hell and then Heaven. In Hell, starving and angry people sit at a rich banquet. Each person has a metre-long spoon, and no one can eat. They constantly spill food everywhere in their awkward attempts to feed themselves. Heaven looks almost exactly the same, except the people are healthy and happy: they use their spoons to feed each other.

A group of experts from the same field may all be asking each other the same questions, making the same assumptions, and using the same mental toolkits: they can't feed themselves new ideas. If instead they're asking novel questions, bringing in strange assumptions, and mixing and matching tools and methods – if they're beginners, bringing in the naïve energy of outsiders – new ideas are more likely. 'Can toy drones take the place of critical infrastructure?' 'Can a DVD player act as a centrifuge for working with blood samples?' - these are the types of questions which GSP participants asked and answered ('yes' in both cases), in part because no individual person was going to play an expert who reflexively says 'no.'

Whatever a person did that got them accepted onto the programme, once at SU lack of expertise becomes a given. We help participants see that however deep they've gone in any two or three fields of study, they haven't studied all of the grand challenges and technologies we cover. SU teaches about essential breakthroughs in multiple fields, some of which the participants didn't know existed, or hadn't known how much the field has changed in just a few years. However much work participants have done on one global grand challenge, SU introduces them to peers who've been working on equally compelling problems and challenges in other regions.

SPEED DATING, UNCONFERENCES, AND IMPOSTERS

SU has participants do several types of exercises in the first weeks. We set up time for 'speed dating' introductions to each other, so that after an hour each participant has been in one-on-one conversations with twenty colleagues which they *didn't get to finish*. We also set up an 'unconference' or two. Here, participants can choose to present ideas or

Whatever a person did that got them accepted onto the programme, once at SU lack of expertise becomes a given.

pose questions during a set of short, parallel sessions. Every person is leading or listening to a session, and during an hour they'll experience the skills of several colleagues and then hear about the great sessions they missed. Both types of exercises help them see that everyone is a potential team member. These exercises also keep participants from investing too quickly in the first conversation-inspired ideas they have, or the first people they meet on arrival.

In fact, as participants discover each other and hear about exponential technologies and global grand challenges in the opening weeks, within a week or two almost every participant has come to staff or faculty and asked how it was they got on the GSP, because they don't belong, they haven't done as much or don't know as much as their peers. They're showing signs of Imposter Syndrome. 'Don't worry,' I tell them, 'you'll get used to it.' They may think I'm being cynical, but I'm stating an optimistic and core lesson that lets our participants build effective interdisciplinary teams.



With introductions to so many new topics and colleagues concentrated in a short time, the participants will have noticed themselves asking naïve questions, even the much-feared ‘dumb question’. However, they’re all doing it, and they all experience – perhaps for the first time in decades – that there was no harm and great benefit from asking these questions and learning how to answer them. I point out that if researchers do an experiment where the outcome is known, this is not an experiment, it’s a demo. Similarly, if a participant asks questions where they know the outcome, they’re also doing a demo. They may have good reasons for that demonstration – to teach, to remonstrate, to provoke debate, to show off their expertise – but they’re not stretching themselves. The dumb questions get new ideas going.

Now that they’ve experienced the benefits of comfortably asking naïve questions, participants are much more likely to push each other harder on assumptions and methods. ‘I don’t know your field but your problem reminds me... how about...?’ , and ‘It didn’t work 10 years ago but why won’t that work today?’ are the types of questions which might not come up in expert-to-expert conversations, but will arise in expert-beginner conversations.

RESULTS: GROUP INTELLIGENCE, GLOBAL IMPACT

Studies on group intelligence suggest that this is not predominantly a function of each

individual’s intelligence. Instead, group intelligence goes up with not having a dominant speaker and with members who can notice how well the others in their group are participating. Unconferences, speed dating and Imposter Syndrome (the latter experienced mindfully, knowing that everyone else has it too) all contribute to more questions, less self-



consciousness, and much more curiosity about others’ opinions: all this improves the creativity and results from the team’s participants. Long after the programme is done, graduates keep their expanded sense of where to find help and how to offer help, speeding up cross-pollination of ideas, leading to innovation.



ABOUT THE AUTHOR

Named one of CNN’s Top 7 Tech Heroes to Watch in 2015, **Kathryn Myronuk** is an expert on accelerating technologies and how they empower teams to create world-changing ideas. A founding staff member and faculty at SU, she leads SU’s Synthesis and Convergence curriculum track. Her areas of interest include the value of synthesis, the power of the beginner and effective interdisciplinary teams, and the complex factors affecting the future of jobs. She has spoken at many international events and has consulted internationally. Her research was featured in Ray Kurzweil’s *The Singularity is Near* (2005) and Peter Diamandis & Steven Kotler’s *Abundance* (2012). www.singularityu.org

The Future of Coaching as a Profession



Psychologist **Dr. Paul Brown**, the AC's Global Ambassador for Applied Neuroscience in Coaching, talked to **Emma Haughton** at the AC International Conference in November 2014 about how neuroscience must play a major role in the future of coaching if it is going to become a truly credible profession.

Dr. Brown, whose roles have included Visiting Professor in Organisational Neuroscience at London South Bank University, Chairman of the Association for Professional Executive Coaching and Supervision (APECS) in the UK; and establishing the UK Branch of the Neuro Leadership Institute, has strong views about coaching. He believes that people can act professionally, but that real professionalism comes from having a knowledge base which develops systematically and scientifically and is shared and understood between members of the professional group.

Brown's view is that coaching is in danger of falling into the same trap that psychotherapy finds itself in: lots of different 'schools' to which people are attached by training, but no common ground. This, he thinks, is not sustainable. Instead, he believes that neuroscience will play a major role in how coaches are trained in the future.

Thinking about your long lifetime of work, what really stands out for you?

'What is exciting is to be part of this extraordinary change in our understanding

behaviour,' says Brown. 'Now, with the development in the brain sciences, it is a similar period of time to the arrival of quantum mechanics. We know that in the future the understanding of human behaviour will be connected to understanding how the brain works in a way that 25 years ago nobody would have dared say.

'The technologies now developing for looking at the brain are themselves extraordinary. All sciences develop when you can see at a higher level of resolution – for example, great space telescopes or electron microscopy. So, here we are just at the beginning of being able to look at the organ that controls everything and bit by bit start asking questions. I think that in about twenty years' time there won't be any departments of psychology left. They'll have gone to neurobiology. Psychology as we know it now will have become a very minor discipline. That is really exciting!'

Where do you see your work expanding?

Brown thinks his work could impact more widely in three areas:



'HR has become mindless and performance-driven,' he says. Brown's belief is that neuroscience will be central to the redesign of HR. He comments that 'HR needs to take the new working knowledge of the mind, based on information, energy and relationship being in continuous dynamic tension together, and manage those for the organisation. Then there would be good minds working at their best.'

The second area is around developing a community of coaches in the UK with enough experimental equipment at their command – fMRI-scanning capacity especially – to start testing ideas, for example, seeing what happens to different parts of the brain during one of Nancy Kline's 'Time to Think' sessions, and then considering what other techniques could produce the same results.

Finally, Brown believes the future for coaching is about establishing coaches as the organisational experts on human behaviour – i.e. the coach serving the whole organisation. In this way, 'coaches will become absolutely necessary to the organisation as well as to individuals in a way that psychology has not established itself in a hundred years.'

What else interests you about how the world of coaching is changing?

Brown has noticed in particular, he says, the quality of the women who become coaches. He reflects that 'Women find their way into coaching with a great sense of purpose. This is a hard generalisation but I think men come into coaching with an unresolved sense of what

might have been. Women know that they've got a major contribution to make. Many men come into coaching because they've got – in an undeclared way – something they still want to resolve. To them it's an opt-out of the corporate life as well as an opt-in. But that opting-in doesn't always seem to me to have such clarity about it as the opt-in I see in the women. The women appear to me to be more focused and powerful.'

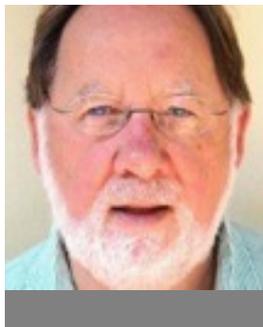
How might this gender difference be affected if this movement that you're describing starts to take hold?

One of the things that Dr Brown is excited about is there is now scientific evidence, as opposed to popular speculation, that men's and women's brains are different. He believes that once this is fully understood, women and men can better contribute inside organisations, thereby maximising potential for everyone.

In his latest book, *The Fear-Free Organisation*, he outlines how coaching and neuroscience can create the new organisation which is much more sustainable than those we've had in the past.

Your final thoughts?

Reflecting on how the future might be, Brown comments 'I would like to see primary training in coaching coming from the neurosciences. We've now got a model that's different from anything anybody else has got, that we coaches ought to be the experts in. And it's such a valuable proposition.'



Paul Brown PhD. is AC's Global Ambassador for Applied Neuroscience in Coaching. He has spent over fifty years practising internationally as a clinical and organisational psychologist and, more recently, executive coach & supervisor. He teaches the AC's programme 'The Science of the Art of Coaching'. He has co-authored five books including *Neuroscience for Leadership*, with Dr Tara Swart and Lady Kitty Chisholm (Palgrave/Macmillan, 2015) and *The Fear-Free Organization*, with Joan Kingsley and Dr Sue Paterson (Kogan Page, 2003).



Emma Haughton is an accredited coach and creative consultant with over twenty-five years' experience. She is a Relational Dynamics coach and trainer, a coach for the National Arts Fundraising and Philanthropy programme and recently trained with Nancy Kline as a Time to Think coach. As co-founder of Generate Coaching Partnership she coaches teams and partnerships in the arts, voluntary and public sectors.

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Eight Coaching Myths and Misconceptions



David Clutterbuck explores some of the myths and misconceptions that have arisen in the world of coaching and mentoring, and encourages us to challenge our assumptions.

Since I first got ensnared by the world of coaching and mentoring, part of my learning has been to focus less on what is assumed and taken for granted and more on the question 'What do we have evidence for and how valid is that evidence?'

In the 1990s, I began to explore critically the academic evidence around mentoring and found that:

- Most studies were so dependent on a specific context that it was not tenable to extrapolate from them to create generic conclusions; or they mixed contexts, such as relationships within the reporting line and outside of it, making the data equally invalid.
- The instruments, which were supposed to measure mentoring quality, were based on the unvalidated assumption that mentors who exhibited a wider variety of behaviours from a prescribed list, were more effective than those who exhibited fewer of the behaviours. (If you think about it, doing a few things really well can easily trump doing a lot half as well!)
- Evidence from large-scale quantitative studies by US academics produced opposite

conclusions to evidence from practitioners drawing on real applications and case studies.

In recent years, some colleagues and I have been taking a critical perspective on the related and heavily overlapping discipline of coaching. Here are eight of the common assumptions which we have been questioning, together with alternative perspectives from our own observations and evidence-gathering.

1. Coaches need to set clear goals at the start of an assignment. Consider the contrary evidence:

- A Harvard study of 200 coaches found that, for almost all of them, the original goal morphed into something different as the client better understood their values and their environment.
- Over-focus on narrow goals blinds people to other possibilities, encourages riskier behaviour, and is associated with *lower* performance in, for example, career progression.
- Coaching is often about helping the client work out what they want to do. Having



achieved that, they are often smart enough not to need a coach to help them do it.

- Most models of coaching place goal-setting as a middle step, after understanding context.

2. Coaching needs to be solutions-focused.

The need to find a solution within the session often comes from the coach (wanting to feel useful) rather than from the client, who may simply want to get his or her head around an issue so they can take their time working out the right solution. A clear danger in solutions focus (which, of course, does have many uses) is that the client agrees to a solution before they are ready to do so.

3. Coaching is non-directive; mentoring is directive.

Professional mentors often say exactly the opposite. Neither statement stands up to scrutiny. There are actually many approaches to both coaching and mentoring with varying levels of directiveness, but the mainstream of both is non-directive. AoEC founder and president John Leary-Joyce describes mentoring as ‘coaching plus’ – the plusses being possession of contextually specific knowledge and/or experience; being a role model; and a greater influence on networking. Mentors use their wisdom to help another person develop wisdom of their own – telling people what to do isn’t part of the skill set or role.

4. Coaches should take copious notes. If you do, you cannot be attending fully to the client. Neuroscience tells us that we cannibalise the bits of the brain we need for active listening when we try to capture words on paper or screen. Pausing every now and then (having captured one-word notes from time to time) and asking the client ‘What would you like to capture from what we have just been saying?’ is far more effective. It’s also more client-centred – are your notes really more valid or important than theirs?

5. A good coach can coach anyone in anything.

A contrary view is that coaches need to have enough contextual knowledge to frame really insightful and empathic questions and to ensure the safety of the client and themselves. As an example, a coach ignorant of insider-dealing rules working with a bank employee was implicitly colluding with unethical and potentially illegal behaviour because he lacked appropriate subject knowledge. There’s also the matter of credibility. Whether we like it or not,

very senior executives often expect their coaches to have experienced what it is like to work at their level in a business. One of the clear lessons of *The Leadership Pipeline** is that people have to go through a significant mindshift at each stage, from managing self, through managing others, managing managers, to managing functions and so on.

6. Coaching is a process. The research into coach maturity tells us that coaches also go through radical mindshifts about their professional practice. One of the key transitions is from thinking of coaching as something you do, to acknowledging that it is something you are. Coaches at the third level of maturity integrate immense personal learning and reflection into a personal philosophy that aligns with their sense of being.

Pausing every now and then...
and asking the client ‘What would you like to capture from what we have just been saying?’ is far more effective.

7. Number of hours of coaching is a good guide to coach efficacy.

Actually, the results from coach assessment centres involving hundreds of coaches indicate that there is no significant correlation. There is even less correlation between coach competence and level of fees charged!

8. The client is the focus for coaching.

It is increasingly apparent (though we lack good empirical evidence) that coaching someone without paying attention to the systems of which they are a part and which influence their behaviour is less effective than working through the client to change the systems as well. This isn’t always possible, of course, but focusing too much on the client alone creates a self-limiting belief on the part of the coach, and this is likely to be played out through the client.



As coaching matures, it's gratifying to see all the three main professional bodies taking a more evidence-based approach to coaching practice, although arguably Europe is in the vanguard compared with the USA (as it is, for example, in the widespread use of supervision).

As individual coaches, we can enhance our own practice by identifying assumptions we make about how we coach and what good looks like – then asking ourselves these questions:

- What evidence do we have for this assumption?
- Is this assumption always true, or just sometimes true?
- What are the contexts and situations when it might not be true?
- Is the evidence in support of this assumption itself based on other assumptions which might themselves be questioned?

We can also open ourselves up to other perspectives – for example, by selecting supervisors who come from a discipline we are relatively unfamiliar with; or by developing a portfolio of memberships of organisations or social networks that will direct us toward different ways of looking at the familiar.

The work of Nobel Prize winner Daniel Kahneman and others tells us how easily our minds are tricked into believing something is true because it fits with other assumptions we hold. Sometimes, of course, we have to take things on faith. But, given that one of the core competencies of an effective coach is curiosity, doesn't it make sense periodically to challenge some of our most deeply-held assumptions about coaching?

* Charan R., Drotter S., & Noel, J. 2011. *The Leadership Pipeline: How to Build the Leadership Powered Company*. John Wiley & Sons.



ABOUT THE AUTHOR

Professor **David Clutterbuck** is one of the pioneers of coaching and mentoring. He brought the concept of structured mentoring to Europe more than 30 years ago. Visiting professor at Sheffield Hallam, Oxford Brookes and York St. John Universities, he is co-founder and now Special Ambassador, European Mentoring & Coaching Council. Author or co-author of some 60 books, he is practice lead for Coaching and Mentoring International, a global network of specialist trainers and consultants.

His current research interests include team coaching, international mentoring programmes, ethical mentoring and systemic talent management. He lives in the Thames Valley, UK.

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My Journey from Human Resource Management to Leadership Coaching



The person you are today is a direct result of the person you have been. As **Ciarán Coleman** discovered, the fabric of your life is woven from individual life experiences, relationships, challenges, and choices.

In 2005 when I joined Sanofi Pharmaceuticals as HR Director for Ireland I was asked to become part of the European network of HR Directors and worked on their global high-potential programme for seven years. This ignited my interest in leadership coaching and facilitation. In 2011, following a successful career in HR, I decided it was time to specialise and focus on the part of my work that engaged me most.

Around the same time I was about to turn 50 years old, so I found myself looking back at my personal archive: photos, school report cards and press cuttings that I'd kept, and I started to see common threads running through my personal story. My archive included letters to national newspapers arguing against the death penalty or the intrusion of the media in private lives, and membership of organisations like Friends of the Earth, League Against Cruel Sports, and Amnesty International. All signs of

a commitment to activism. Looking back I realised that there was always an important cause for which I was prepared to take the lead and voice my opinions.

BREAKING NEW GROUND

In 1981 I had moved from a small Irish town to work in a rather dull job in a Dublin insurance company. The two driving forces for the move were work and to meet gay people. At that time it was illegal to be gay in Ireland and remained so until 1993. Despite this, and within 18 months of arriving in Dublin, I was a board member of the National Lesbian and Gay Federation. People tell me this was a very brave thing to do at that time, but to me it just seemed the *right* thing to do. My passion for supporting a cause important to me seemed natural and I didn't think too deeply about any dangers. I subsequently presented the first and second gay and lesbian radio programmes ever to be broadcast on Irish radio.

Photo: Sonoma CA - I train in TLC. Jim Kouzes co-author of TLC signs my copy of his book



My parents couldn't afford to send me to university, but in 1989 I was finally able to start my self-funded degree course in Human Resources, which took five years to complete, working at night. It was the richest learning experience of my life. As part of the course I wrote many academic papers, but the one I relished most was writing an ethical analysis of a leader hero. I chose American politician Harvey Milk (born May 22, 1930 – died November 27, 1978) who was the first openly gay person to be elected to public office in California when he won a seat on the San Francisco Board of Supervisors. I still have a copy of this paper, so I took a look at it to see what it was that I admired about my hero. I found the following:

...he stood for equality.... for giving people a voice...he stood for the idea of community in society and for the acceptance of difference in society. Harvey believed that in being an openly gay person he would be a figure of hope to any person who felt isolated by their sexuality. Above all Harvey Milk was a communicator. He tried to bridge the gap between stereotyping mythology and reality.

Re-reading this it was clear to me that the leadership qualities I found so appealing in Harvey were those to which I myself aspired.

THE LEADERSHIP CHALLENGE

In 2011 I took the decision to give up corporate life to become an executive and leadership coach. This was to be, as Charles Handy, an Irish author and philosopher, calls it, 'my third curve'. I decided to research leadership programmes, because if I was to concentrate on this area I wanted to base my work on a valid and useful leadership framework. Asking a very successful C-suite executive coach and friend in the US what he would recommend pointed me in the direction of The Leadership Challenge (TLC).

The TLC framework regards leadership as a measurable, learnable, and teachable set of behaviours. The programme grew out of rigorous research that first began in 1982 when Jim Kouzes and Barry Posner from Santa Clara University in California set out to understand what caused leaders to perform at their best. What emerged from their research were five fundamental practices common to extraordinary leadership achievement. Now known worldwide

as the most practical model of leadership development, The Five Practices of Exemplary Leadership® continues to prove its effectiveness in cultivating and liberating the leadership potential of people all over the world.

As part of the pre-work to the TLC training in Sonoma, California, we were asked to write about 'My Personal Best Leadership Experience'. The very act of sitting down to reflect on this helped me become clear about the leader that I had become and the type of coach that I wanted to be. My best leadership experience took place in 2000 when I was appointed HR Director for 1200 people in an



entrepreneurial telecoms company – unquestionably the most challenging time in my career. This is not unusual. Typically TLC participants report that their personal best experiences happen when they are in full flow, being challenged by a new project or role out of their comfort zone. One of the leading theorists of the concept of 'flow' is Mihaly Csikszentmihalyi*, whose research demonstrated that flow is achieved when work demands are just beyond what people believe they can attain.

Every participant of TLC also completes the LPI 360 – The Leadership Practices Inventory, in which you ask yourself and your co-workers to reflect on how frequently you demonstrate the five practices of exemplary leadership reflected in 30 key behaviours. I had at that stage left the corporate world, so I asked all my key

Photo: Facilitating an activity at a TLC workshop in Edmonton, Canada in November 2014



colleagues of the previous ten years to complete my LPI 360. The results were extremely positive, but it was the open comments at the end of the assessment that helped me understand that the more I was myself the more I was seen as an authentic leader. People love authenticity and they trust you when you are credible. How do they know you are credible? DWYSYWD: you Do What You Say You Will Do.

The Leadership Challenge is now my preferred framework. It provides the research-based evidence to support what I believe to be true about leadership in ethical workplaces. I am now a Certified Leadership Challenge Facilitator and well on my way to becoming a Master Facilitator. I have no doubt that having a period of reflection, study and renewal after my corporate career really helped me find my leadership voice and has helped me to become an authentic, informed leadership coach.

When I look back at those first 50 years I see many examples of leadership in diverse contexts: community, business and civil rights. I now see that my leadership journey started with my values and beliefs. When working with clients I encourage them to connect with their values and beliefs and thus their authentic leadership voice. I firmly believe that in a coaching relationship if *I am me* then this will encourage *you to be you*.



San Francisco City Hall: the memorial to Harvey Milk who was assassinated together with George Moscone, Mayor of San Francisco on 27 Nov 1978



ABOUT THE AUTHOR

Ciarán Coleman is an ICF Certified Leadership Coach and Facilitator based in Barcelona, Spain. He is also a Certified Leadership Challenge facilitator and has delivered programmes in Europe, The United States and Canada. He is also a Senior Consultant and Coach Trainer with Performance Consultants International.

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*Csikszentmihalyi, M. 2008. *Flow: the Psychology of Optimal Experience*. Harper Perennial Modern Classics.



Coaching around the World: India



The coaching industry in India has developed rapidly. **Ram S Ramanathan** provides an overview.

When I sought advice regarding the second career I planned to embark on, an ex-colleague mentored me with this suggestion: ‘Why don’t you be an executive coach like me? You are past sixty, and no one is likely to hire you. You have white hair and look old enough. You have more corporate leadership and cross-cultural experience than many others.’

‘An executive coach?’ I asked in surprise, having heard of only sports coaches, ‘What training do I have for that?’ ‘Oh, don’t worry’, he said, ‘your experience is good enough. Just do what you did when you were a CEO.’

That was the model five years ago in India, and I didn’t see much difference in other parts of the world either. Many ‘executive coaches’ I came across were mentors, and life ‘coaches’ with little or no training.

CREDENTIALLING AS A ROUTE FOR GROWTH

Today the situation is different. Coaching bodies that include the International Coaching Federation (ICF), Association for Coaching (AC) and European Mentoring and Coaching Council (EMCC) have a combined membership of at least 20,000 trained coaches and over 12,000 credentialed ones worldwide. In India alone, self-styled executive coaches, who have corporate mentoring backgrounds with no coach training, would probably exceed 25,000 going by LinkedIn and other online groups.

I decided five years ago to become a coach, but instead of following my mentor’s well-meaning advice, I invested time and money in internationally-accredited professional coach training. I was the third professionally-certified ICF coach in India at that time, and ICF



membership, which was open to anyone who paid, was about 50.

Today, ICF membership, which requires 60 hours of approved training, is about 300 in India and the number of accredited coaches exceeds 200. Of these, I trained about 150. Neighbouring Singapore, with 0.5% of India's population, has equal numbers. India has a long way to go. It's still a new kid on the block.

I mention only ICF, because the other two major credentialing bodies, EMCC and AC, both being Euro-centric, are less well known in India. We need to promote these organisations too in India, in the interests of the coaching profession.

India offers a huge opportunity for coaches, given its economic status and the quality of its professionals. There is reluctance among some Indian professionals to understand that coaching is not mentoring, and it requires training in awareness and focused communication skills. Five years ago, it took me a while to find an internationally-reputable agency to train me as a coach in India. Most who offered coach training were self-styled experts and today would not even qualify for approval by an international body. This is a huge threat and also a challenge. Much as I dislike regulation, I do believe that any professional practice should at least be self-regulated, if it is not to become a wild-west scenario.

A few of us, as credentialled coaches, promoted the Association of India Coaches (AIC) in 2011 in Bangalore. Our first meetings had fewer than 10 people, but we now have a mailing list of over 1000 people, and have held monthly meetings for over three years. Recently, Marshall Goldsmith spoke to an audience of over 100 in an event coordinated by AIC. Despite this increased awareness, there is still active resistance to the professionalisation of coaching through structured training and internationally-accepted accreditation from many mentors who feel they are good enough coaches, and who feel threatened by any suggestion that they should be professionally qualified.

Our approach at AIC is to convince the users of coaching, primarily corporate clients, of the need to employ trained and accredited

coaches, in the same way as they do when employing engineers, accountants, lawyers or any other professional. Several corporations are now moving in that direction, and as a consequence mentors are motivated to be trained in coaching competencies. To my surprise, I find the situation not very different in the United States, where I have recently started

The Sanskrit word 'acharya', denoting a teacher, actually signifies a coach, one who walks by a learner's side as a guide and not as a mentor.

a practice, and where professional licensing is required for almost every other profession, with the exception of coaching.

Indians have a traditional penchant for learning and education. The Sanskrit word 'acharya', denoting a teacher, actually signifies a coach, one who walks by a learner's side as a guide and not as a mentor.

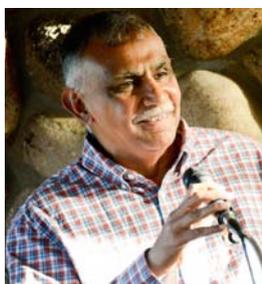
In recent times, as a spin-off from the enormously successful Indian information technology sector, knowledge centres offering professional services in several areas including health, law, engineering, finance and consulting have been successful in developing clients globally.

Coaches could soon join this list of professionals, given the ability many Indians have, not merely in English, but also in other languages, since many of us grew up speaking multiple languages and dialects. India's cultural diversity makes it essential for professionals to be culturally agile and flexible, allowing a better appreciation of other paradigms. In my own case, I found my traditional attraction to spirituality to be a powerful asset in coaching, in creating self-awareness and awareness in others.



Most importantly, based on my own experience at work, life and training others, Indians align themselves comfortably to the 2020 leadership paradigm of coping with the VUCA world (volatile, uncertain, complex, ambiguous). This attribute is vital to coaches, whose core competencies include awareness, emotional intelligence, being comfortable with not knowing, and without judgment.

What I do believe needs to shift in India is the mindset, towards an acceptance that coaching is a profession with a skill set of learnable competencies, which requires knowledge and practice as in all other professions. This in turn means training and accreditation at internationally-accepted levels. I do hope this change happens within my lifetime!



**ABOUT
THE
AUTHOR**

Ram S Ramanathan has 45 years of corporate experience, with over 25 as CEO and above. In addition to helping build a billion dollar company in Indonesia, Ram headed several companies as CEO in India, Indonesia and Singapore, built several start up operations as an angel investor incubator, advised governments of Indonesia and Singapore, and consulted strategically for multinationals and non profits.

After a six year spiritual quest, during which he taught yogic meditation around the world and wrote 30 books on Hindu spirituality, Ram trained to be a professional ICF credentialed PCC coach. His company <http://coacharya.com/> blends eastern spirituality with western psychology to work seamlessly in the corporate environment, runs ICF approved leadership training programs, and coaches senior and C suite managers of over a dozen multinationals.

Écouter le non dit

Listen to the Unsaid

Learning to be comfortable with silence is a critical coaching skill, according to **Mouhcine Ayouche**, so that we can make space to listen to what is *not* being said. In this article he explores what we might learn as a result.

The language of the spiritual is more eloquent than my language, and my silence is the answer to my question. (Abul Hassan Ali Hajvari – 11th-century Persian Sufi)

At the end of the coaching session, the person I was working with said ‘Thank you for hearing even what I don’t say.’

This makes me recall the anecdote about an old university professor at his retirement party. Having patiently listened to the eulogies and testimonials from a crowd of his colleagues and generations of his students, he had this to say: ‘I leave with only one regret; you never listened to what I did not say’

We know that only 7% of our communication is verbal.

‘What do you say after you say hello?’ Eric Berne* once wondered. And in particular how do you say it? Which organs do you use – apart from your mouth? With what level of awareness, and to what purpose? Which experiences are you drawing on, and where are you emotionally? What do you expect from this non-verbal communication?

This next level of questioning is how to listen to, perceive and take in all this non-verbal communication. This is quite distinct from the coaching techniques or listening attitudes that any coach worth the name will know and master over time. (Selective, attentive, free-associating, active, empathic, Rogerian...).

In a truly authentic coaching relationship we will come across phenomena and situations where we’re alert to ‘What is this person saying to me other than what they’re saying when they’re saying what they’re saying?’ who is speaking when they speak?; and where it’s about ‘understanding those concealed tracks through the jungle of the speaker’s discourse.’

Of course if you are lost in your own mental

turmoil or mind chatter; or impatient for answers to your ‘coaching’ questions; or in a race for results or clear objectives; and at the same time racing against the clock - which you



can’t stop because you’ve contracted a time for this session (and the session has itself been rigidly scheduled) – and all the while casting surreptitious glances at that clock, which you’ve placed just outside the coachee’s field of vision... well then it’s useless to try to listen to and understand what is not being said – or, indeed, to listen to anything at all!

To fully grasp (for this goes beyond simply ‘listening’) what the coachee is emitting in terms of information, questions, and messages from the most private part of themselves – and which can’t be conveyed by words but instead only by means of what Plotinus (A.D.205-270 – principal representative of neoplatonism. See sidebar) called the ‘silent word’ or what Rumi called ‘mute speech’ To get as close as possible to the needs the coachee expresses the coach needs to start by ‘cleansing their inner ear’ to enable it to intercept what we



might call the ultrasound signals of the soul. For all Socratic dialogue presupposes a spiritual accord which allows a true sharing of our inner worlds.

You achieve this by emptying yourself – putting your own needs to one side – and being aware of how your body and your feelings, your motivation and your energy are aligned.

You achieve this by making a friend and accomplice of silence. Listen to this silence so as to get to the heart of what is being said or what is not said. Listen to your own intuition and internal resonances, giving these as much room within the coaching space as possible. This is about being present: in other words, living fully in the moment.

Since the coach is their own work instrument, it's in the coach's interest to use themselves to the full: sharpening one's senses, cultivating intuition, taking care of oneself and working on one's analytical abilities, so that the coach becomes a living instrument with their own frame of reference. Just as there are coaching models taught in the different schools of coaching, so the coach who is progressing towards this qualitatively different kind of listening has to create and put in place a model of presence: their own.

This model will allow you to listen without prejudices or preconceptions, freeing the space for the other person to open up, analyse and think things through themselves without having pre-conceived models forced upon them; they are able to react, feel, share, welcome, to see and look, to express themselves....

This model consists of the Ears, Reasoning, Heart, Eyes and Body. For my own use I have



ABOUT THE AUTHOR

Mouhcine Ayouche is an ICF-accredited coach. With qualifications in political science, management and coaching he is a speaker at national and international conferences on management, spiritual and coaching topics. He is Associate Founder of HamaC and HamAT (Haute Académie Marocaine de Coaching and Haute Académie Marocaine d'Analyse Transactionnelle), where he is director of studies and a supervisor and trainer of coaches. Mouhcine has written screenplays, novels and short stories. He is the author of articles and studies on coaching and management, and joint author of a forthcoming book on coaching and Sufism.

About the translator

Sally Phillips is an AC-accredited coach and editorial assistant to *Global Coaching Perspectives*.

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GLOSSARY

Neoplatonism: a school of philosophy that attempted to reconcile the philosophy of Plato with certain currents of oriental spirituality as well as with other schools of Greek philosophy. It attaches particular importance to the First Principle (the One) and to the mystical experiences which also influenced Jewish, Christian and Muslim philosophies.

Sufism: esoteric Islamic tradition that internalises the love of God, contemplation and wisdom, built on the ideal of non-attachment to worldly objects and on interior combat against evil. One reaches the supreme being (God) through love of him.

named my model ERHEB!*

In the authentic coaching relationship – a subjective, interpersonal relationship – something akin to a sacred resource is established, something spiritual which leads one to Rumi's lines:

- Who is it in my ear who hears my voice?*
- Who is it that forms the words from my mouth?*
- Who within my eyes uses my sight?*
- And finally, what is the soul, of which I am the clothing?*

*ORYC in the French: *les Oreilles, la Raison, le Cœur, les Yeux et le Corps*

Managing Change in the Financial Sector

In times of crisis, businesses often neglect the human aspects of change, and as a result may encounter resistance from employees.

Beata Paweczyk-Cnudde explains how coaching can help managers navigate change.

I had been working in the financial sector for many years, experiencing several different roles, until I had the pleasure of becoming a coach. During my career, I experienced coaching from both the perspective of a manager then as a coach myself. What did I learn during those years? It seems that financial institutions make mistakes in two respects:

1. There is a lack of coaching when it's really needed.
2. They focus on business rather than humans.

A striking example is the recent crises faced by the financial sector, the consequences of which spread to the global economy. This difficult period was characterised by an increased number of acquisitions, with the expectation that people would deliver more, better and faster. This need for rapid and dramatic change had not been experienced before and it meant that the financial sector was nearing, or had even passed, the point of change saturation. Everyone felt the impact regardless of whether they were in managerial or specialist positions.

At that time I worked in one of the European banks as a middle manager and I experienced the prevailing pressure, intensity and bitterness of those years. Most of the changes financial companies faced were imposed and unwanted, and as a result caused uncertainty about the future among all their employees.

MANAGING CHANGE

It was quite remarkable that many financial companies had no efficient change management plans while implementing the changes. Milestones and short deadlines were imposed without taking into account the readiness of employees. These plans lacked



Source: based on the logical levels developed by Robert Dilts

thought about the human aspect. For example, they did not assess potential risks, impact on motivation and level of resistance when imposing a sense of urgency and pressure on the business side. Normally line/middle managers obtain support from the HR department and receive specialised training to provide them with skills in sensitive areas like cultural differences, value systems or motivation strategies. But at that time of crisis many institutions cut expenditure on soft skills training, and coaching was also suspended just when it was really important and needed.

Understanding the psychological aspects of a change implementation is crucial for the success of all businesses. Coaching would help top managers understand the necessity of more open and effective communication with employees in the organisation and prepare them for managing any resistance. All too often when an executive encounters resistance to change they 'explain' it by quoting the cliché that 'people resist change' and never look further.

INDIVIDUAL MOTIVATION

The factors that influence resistance are all aspects of a employee’s life and their internal value system. What motivates a person is unique to that person. When introducing change management needs to be aware that the top reasons for resisting change, for both employees and managers, are not related to whether the strategy or chosen solutions are correct. They relate to how an individual employee or manager understands and experiences the change process. Effective change management can shift from preventing and managing resistance, to engaging employees and building acceptance and enthusiasm for the change.

The organisational value systems also impact on the way change happens. If people believe in the overall purpose, they will be happy to change their individual behaviour to serve that purpose. However, when people find that their beliefs are inconsistent with the required actions, cognitive dissonance and distressing mental states are caused.

Moreover, managers must be prepared to deal with potential or real conflicts arising from cultural differences as well as the ethical dimension. This is where coaching can help managers. ‘They should be equipped with a moral compass ensuring they act in the interests of the many rather than the few’ (Todnem and others, 2012).

INTEGRATING THE BUSINESS AND HUMAN SIDES

During the recent financial crises it was not only financial institutions that tended to focus on the business side, but coaches too. There is a mistaken belief in my opinion, shared by many

coaches I met, that coaching, especially in financial institutions, should be limited to the three lowest neurological levels: ‘environment – where’, ‘behaviour - what’ and ‘capabilities - how’ with an objective to assist the manager in the realisation of the specific tasks and achievement of certain results. I believe that in some situations, during the coaching process such an approach makes sense and brings good results. However, not addressing the other logical levels referring to values, identity and purpose is, I believe, a serious lapse. Within the financial world I have heard the opinion that simple is better, and working on the higher logical levels is unnecessary as it may complicate the employee's situation at work. He or she may realise that they would be better off elsewhere and might walk away from their job.

I find this reasoning shortsighted because all managers need to find harmony between both being ‘professional and human’ at work. They are unlikely to leave a job only because a coach helped them to discover their bigger capabilities. They are more likely to feel better and hence more motivated. A coach is there to help a manager eventually to realise what is appropriate for him or her.

Fortunately, the situation has been improving, and there is more and more understanding that it is not beneficial to neglect the human aspects of work and concentrate only on the business side since in the end this can backfire on performance. Putting both sides together – business and human – can change the working culture and would probably lead to more engaged and productive employees who are enthusiastic about the company’s purpose, committed to their work, and who are more likely to stay in the long term.



ABOUT THE AUTHOR

Beata Pawelczyk-Cnudde is a business consultant and a coach with a macro-economic background and management experience. She is a practitioner of neurocognitive and behavioural approach at the Institute of Neuro Cognitivism in Brussels. After graduating in economics and completing Ph.D. studies in management and finance, she worked in the financial world of the European Union, in public and corporate sectors, both as a front-line employee and as a manager. Building on this broad experience and knowledge and keen to expand herself professionally, Beata transformed her private interest in cognitive and social psychology to become a coach and trainer, thereby fulfilling her passion to help others. www.suninus.eu

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International Supervision Day



Michelle Lucas looks behind the scenes on the Association for Coaching International Supervision Day.

What were you doing on 21st May 2015? Did you know that this year, prompted by the Association for Coaching Supervisors, the day was designated International Coaching Supervision day? The AC celebrated the occasion by running a marathon of AC Group Supervision calls across the day. In total, we ran ten calls and worked with 32 members representing seven AC member countries. In fact, so many people applied that we ran out of places, and we will have a bumper number of attendees on our June and July calls as well. It was a fantastic effort from our team of experienced coach supervisors who give their time freely to offer members a positive experience of group supervision.

As AC Supervision Lead, this was a proud moment for me as it showed the can-do attitude of all those who volunteer for the AC. Only six weeks prior to the day itself, the idea of running this marathon was simply a bright idea – then everyone pulled together to make it happen. In addition to the sessions, Coach Supervisors created a detailed top tips guide to support members who had not attended before, so that they were able to participate fully.

The Group Supervision calls have a long history. Initially, attending them was a mandatory part of the accreditation scheme. That requirement has passed, and the calls are now an opportunity for expanding your CPD and experiencing different supervision styles. We hope the experience is a positive one and that it encourages members to seek out and commit themselves to undertake supervision: the AC believes that participating in regular supervision of coaching practice plays an important part in raising standards.

If you have not experienced one of these calls, then here's a flavour of how they work. The calls last for an hour; typically there is one host with four coaches on the call. The host invites attendees to introduce themselves by sharing some information about the kind of coaching they practise. The hosts create a safe environment by agreeing the ground rules or contract for the call. Once agreed, the group starts the supervision work. Each member has about ten minutes to discuss a coaching issue that is important to them and to get support and input from the group. The Group Supervision hosts facilitate the discussion to ensure that



everyone has a fair amount of time for their supervision topic, and to provide guidance on best practice and ethical issues. The host wraps up the discussion by inviting all those present to consider what impact the discussion will have on their coaching practice in future. Here's what members have to say about their experience of the Group Supervision calls:

What was helpful?

- *'Recognising that your challenges are often shared and benefiting from experience and advice from the group'.*
- *'Reflecting on others' experiences and being able to connect with them, as we had all encountered the same concerns'.*
- *'(The host's) facilitation. Open and honest discussion. Feedback and suggestions from others'.*

The calls run every month on the third Thursday – we hope to accommodate different time zones across the world by offering calls at 08:00 and 12:00 and 19:45 UK time. If you

have yet to experience a call, then do join us.

To book a place, please e-mail:

karenb@associationforcoaching.com

We are also looking to increase our pool of Group Supervision hosts so, if you are a supervisor who would like to help, do get in touch. We are particularly interested in growing the pool with members from AC International Members. If supervision is all a mystery to you, please don't be shy – we are here to support you. We are developing a supervision guide called 'Everything you've ever wanted to know about supervision, but were afraid to ask...!' so please send your queries or questions to michelle@associationforcoaching.com

International Coaching Supervision Day is destined to become an annual event – next year we hope to engage even more members and more countries.



ABOUT THE AUTHOR

Michelle Lucas's background is in Psychology and HR. She trained in Coaching and Supervision at Oxford Brookes; she also has an MBA from Warwick. A practising Executive Coach and Supervisor, she has a particular interest in working with Internal Coaches (currently co-authoring a book on this topic). Her consultancy helps organisations develop internal coaching pools - through consultancy, coach training and group facilitation training. Michelle is also collaborating with David Clutterbuck and Carol Whitaker writing a book looking at the supervisee's perspective in supervision. She is the AC Supervision Lead and one of the reviewers for the EMCC's journal.

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Beyond Coaching



Hetty Einzig, *Global Coaching Perspectives* Editor, meets with coach and trainer **Aboodi Shabi** to talk about where coaching has arrived at today, drawn by a shared sense that the era of tools and techniques is on the wane.

Aboodi Shabi warms to our theme and paraphrases Jung: ‘Learn your theories and techniques as well as you can then be prepared to set them aside when you meet the miracle of the real human being in front of you.’ This could be Shabi’s motto as he has carved out a name for himself on the coaching front line flying the flag for engagement – a provocative coach, but a coach who cares.

So should we, as coaches, I ask, get openly involved in the big issues of our time? ‘Yes, we should engage! But our starting point is recognising that we come from somewhere – there’s no such thing as neutral.’ We agree on this myth of objectivity but I wonder how to present our own perspective without influencing our clients. ‘Be curious,’ he answers, ‘about where we are coming from, where the coachee is coming from. I try to understand a worldview different to my own – what’s going on in the mind of someone who thinks this way.’

Aboodi Shabi grew up in Reigate, a small, quiet, conservative town in Surrey at the foot of the North Downs and within the London

commuter belt. But his mixed Arabic-Jewish parentage shaped him from an early age to cope with different worldviews. The experience of being immersed in a cross-cultural world continued as he attended the prestigious Charterhouse public school and then went to university in Liverpool – a northern port town most famous for producing the Beatles. ‘What I learnt,’ he says, ‘is that most people want the same thing: a better world. They just want to do it differently to me....and I don’t know if I’m right.’ This modesty is constantly in evidence. Shabi has a strong presence and strong views but expresses them with courtesy, gently and thoughtfully, as if he has no wish to impose. Like the psychoanalyst **Adam Phillips**, he emphasises kindness in our dealings with each other.

Shabi is a declared pacifist and believes we need a strong moral perspective on life; it is entirely legitimate, he believes, to have conversations about the big issues. Coaching is not ‘a lobbying profession’; instead he reminds me of the view of contemporary



philosopher Alain de Botton, that therapists are the new priesthood. We need to recognise that coaching has a place in this spiritual framework: 'the worst thing Thatcher did is abolish the ban on Sunday trading.' This reference to the former British prime minister's opening up of Sunday (traditionally a holy day in the UK) as another shopping day is only slightly tongue in cheek. 'It is reductionist to view coaching as either problem solving or goal oriented. I do think it has a spiritual function – in a world where loneliness has reached epidemic proportions.'

Shabi's mother grew up in Baghdad with her extended family around her. We in the West lead more isolated lives. 'Coaching has arisen out of a need in society. There is a loss of contact, especially at work. But a system that rewards efficiency, and only this,' he warns, 'may do well in the short term but will not be profitable in the long term.' Compassion should be our direction of travel. 'We need to be more public about our sadness and our fury – it's weird not to be when you look around and see people suffering. I relate to the Jewish practice of praying that we don't fall into the sin of hardening our hearts against suffering. Coaches also need to model and legitimise feelings – we've learnt to medicate our emotions to stop us feeling pain but the bottom line is that social injustice is wrong.' Encouraging a more embodied, connected leadership, will help us move away from the current paradigm of hyper-rationalism and towards compassionate action. 'This is part of the innovation of coaching: to help people recognise the *values* that underlie emotions, and thereby legitimise them. We can't just jump into the world of emotions – the context isn't there. We help people navigate conflictual worlds, we give space to think.

But Shabi is a positivist. On the subject of leadership he still believes we need directive leaders who take charge – at least sometimes. 'What we need is to build range – in ourselves and our coachees. We like to say "this is the way we need to be" but we need different styles, a range and a nimbleness of response.' He cites Steve Jobs as a leader he admires for his passion, and Russell Brand, whose recent fiery tirades have had popular impact: 'Its Brand's authenticity that catches people, in a world where 'A lot of leaders are full of spin – they pretend everything's squeaky clean.' Equally he admires Malala Yousafzai and, from

the US civil rights era, Rosa Parks – because both took a stand against injustice 'and things coalesce around them. They ignite something.' And he adds, 'this is what coaches can do if we take risks!'

'Good leaders are committed to something beyond themselves.' You have to be willing to be unpopular – something Shabi himself encounters. 'Not everyone likes what I say. I am provocative, but I've learnt to be strategically provocative.... Needing to be liked is a way of making your life smaller.' This is his approach to coaching too: to help leaders stand up for their values. And he cites the famous Mrs. Thatcher moment 'the lady's not for turning' as an example of how taking a stand can win admiration also. 'I coach people to lead

'Good leaders are committed to something beyond themselves.' You have to be willing to be unpopular

bigger lives, and not to abdicate responsibility, to be able to say "this is not ok, it's got to change." It's very rare I get fazed.'

Shabi was bullied at school and left feeling lonely and aloof – so he is used to the outsider position of asking awkward questions. 'I had to hide a lot of myself. So I believe that honesty is really important in coaching.' Shabi studied philosophy at university then worked first in mental health, followed by a housing association before he discovered the work and ideas of Julio Olalla, founder of Newfield Network, a coaching school which takes an ontological view: work with the self, not the behaviours. He believes that the best coaches have a therapeutic background, and a sense of the spiritual. 'I think it's fair to say that we hold a kind of sacred space for leaders and help them say the unsayable; to declare this is broken, it needs to change.'



Our conversation ranges from the Dalai Lama to feminism, and from politics and finance to business but at the end we return to fundamentals, and true to his coaching style Shabi throws out a number of profound challenges for coaches to ponder. 'Can leaders be courageous and say I am fallible and I'm flawed? Lots of people can, they just don't have prominence. The challenge for coaching is to support *leaders* to bring this into non-spiritual domains. So how do we befriend the privileged and bring them on side? How do we encourage them to express their care of the world? Most people after all,' he smiles, 'want to contribute to life.'

Aboodi Shabi has been a pioneer and leader in the UK and European Coaching community since 1997. He was a founding co-President of the UK ICF, serving the profession at all levels internationally. He has worked with thousands of coaches and leaders across the world.

He also writes regularly about coaching, and is on the editorial board for Coaching at Work magazine. He has spoken at coaching conferences and chapters all over the world, and is an invited facilitator on mastery in coaching for various European coaching schools.

You can reach Aboodi by email at aboodi@aboodishabi.com, and find him online at www.aboodishabi.com or [@aboodishabi](https://twitter.com/aboodishabi) on Twitter.



**ABOUT
ABOODI
SHABI**



**ABOUT
THE
AUTHOR**

Hetty Einzig is an independent executive coach, trainer and facilitator working globally with individuals, teams and groups in the areas of leadership development, transpersonal coaching and emotional intelligence. Her roots are in transpersonal psychology, which provides a philosophical/spiritual depth that underpins her coaching work. Her approach is holistic and interdependent; taking a systems perspective in her work she works with the individual or team within their organisational and current context. Hetty is the Editor of *Global Coaching Perspectives*, the Association for Coaching Magazine, and lives in the UK.

FURTHER READING

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Review

Essentials of International Human Resource Management: Managing People Globally by David C. Thomas and Mila B. Lazarova

An essential read for coaches wishing to understand the field of global Human Resources Management says **Annette Karseras**

The word ‘coaching’ appears precisely once in the 300+ pages of this 2013 publication. Why is coaching still not on the human resource management (HRM) map? Perhaps one of the biggest challenges for the coaching profession is how to integrate coaching into organisation-wide strategy rather than tackling one person at a time. Achieving greater alignment between the personal and professional aspirations of individuals with the strategic business agendas of our clients’ organisations may give our profession enough visibility and relevance to get into texts such as this and onto the radar of the next generation of HRM professionals.

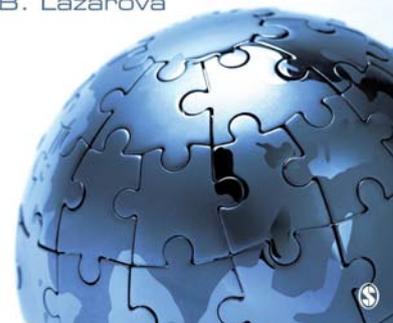
It would be easy enough to point to an oversight on the part of the authors, or to the failure of academic research models and theories to take sufficient account of the role of coaching. However, perhaps it’s also true that coaches without a background in HR, organisational development or management also need to step up. If you are prepared to read actively, this book will give you the background to help you see the links between coaching and HRM.

For coaches less experienced with internationally mobile clients, this text also includes eight extended cases and concise vignettes at the start of every chapter. Framed through the eyes of individual employees, these stories provide insight into the variety and complexity of challenges that managers from different parts of the world can face when working internationally for a global firm.

Thomas and Lazarova have done an excellent job at interpreting the international aspect of HRM from both global and cultural points of view. The starting and closing chapters provide poignant examples of the globalising impact of technology, economics, international politics and environmental issues on organisations that operate internationally. They also deal

Essentials of
**INTERNATIONAL
HUMAN RESOURCE
MANAGEMENT**
Managing People Globally

David C. Thomas
Mila B. Lazarova



intuitively with the issue of culture including a useful overview of cultural dimensions, their respective cultural theorists and GLOBE* country scores. More than simply addressing national culture *per se*, the authors discuss how corporate culture influences the way HRM is transferred across geographic boundaries including the re-contextualisation and hybridisation of global and local practices, and the political-cultural dynamics between head office and developing, transitioning and established market economies.

The lens of culture is used to focus on the due diligence process of conducting cultural assessment of human capital during mergers and acquisitions (M&As), joint ventures and alliances. From my base in Japan, where the use of external consultants and coaches is more limited generally, I found myself reading this with the question at the back of my mind about how the M&A transition process could



benefit from developing a culture of coaching internally, among managers and HR staff themselves, in order to achieve successful post-merger integration.

There are two places where I feel this book could be improved. The first is an issue common to 'Essentials' textbooks of this ilk, namely the scarcity of illustrative examples to flesh out generic descriptions and basic theoretical frameworks. The second is its dearth of success stories.

Of the eleven chapters, those of most direct relevance to coaches are likely to be 'Chapter 7: Global Human Resource Development' and 'Chapter 9: International Mobility and Global Careers.' Both cover the fundamentals for coaches wanting to support in-bound and/or out-bound relocations.

Without a doubt the strength of this text is its international flavour – from rifts between HRM norms in different regions of the world, to country-specific eye-openers. Understanding the international aspects of human resource management could mean more informed conversations between coaches and HR professionals and more globally intelligent questions from coaches to their clients.

TITLE: Essentials of International Human Resource Management: Managing People Globally

AUTHOR: David C. Thomas and Mila B. Lazarova

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ISBN: 9781412995917



ABOUT THE REVIEWER

Based between Japan and the UK, **Annette Karseras** is an executive coach who also delivers global leadership and teamwork programmes at all levels of the organisation. Taking a soft-skills '*KaiZen*' approach to human and organisational development she works with clients to achieve incremental shifts that trigger betterment and change. Annette has trained with the Coach Training Institute (CTI) and the Society of Organizational Learning's Systems Perspectives.

Review

Choices by Sarah Lane

Nuggets, practical exercises and stories that will help you and your clients map out more choices, says **Mihaela Diaconu**

Sarah Lane entirely achieves her intention with her book, *Choices*, which is to make it accessible to as many people as possible. She says in the introduction, 'I hope as you read you will discover things that you didn't know, be reminded of things that have worked well for you in the past and find that by looking at things from different perspectives, you provide yourself with more choice.'

This is exactly what her book did for me. It is very well structured, and delivers on every level for all types of learners.

Each chapter has:

- A catchy and relevant title
- A nugget or two, with a story to emphasise it
- A practical exercise or more, to try it out for yourself or with your clients
- A conclusion that summarises and captures the core idea
- A final tip, which in itself is a great takeaway.

It is refreshing to see a book of practical coaching tools not only addressing one of our core conundrums in our century where we have so much more choice, but which also brings at the same time a collection of snippets of wisdom in such a simple and easily digestible way.

Choices is a collection of old and new, with a

TITLE: Choices: From Confusion to Clarity

AUTHOR: Sarah Lane

PUBLISHER: Panoma Press

PUB DATE: 2014

PAPERBACK PRICE: £14.99

ISBN: 9781909623446

significant collection of tools that I have not seen elsewhere, and which are so well presented that you could easily use them straightaway. Indeed, having hit a roadblock while designing a workshop I found the perfect activity in Lane's book, for example, the 'Building your awareness' exercise, 'Game 2' from page 94.

You might already have a huge number of coaching tool-books on your shelf – as I do; this one is a bit different, because of its refreshing approach and the clever simplicity of how the tools are explained.

This book's creation clearly comes from a wealth of coaching and practitioner experience, from the person who has been there, done it, refined it, perfected it, and who now generously shares her knowledge with the rest of us coaches, in order to help 'you provide yourself with more choice.'



ABOUT THE REVIEWER

Mihaela Diaconu is a Leadership and Corporate Teams Coach, and works with successful leaders in the corporate world to help them and their teams become more successful in today's fast-evolving world of work. She transitioned recently from the corporate world where, for over 17 years, she gained experience in product, project, and operations management.

Mihaela has a Marshall Goldsmith Stakeholder Centred Coaching Accreditation and a Corporate and Executive Accreditation from The Coaching Academy, endorsed by ILM. She also has a degree in Nuclear Chemistry.



Review

7 Traits of Highly Successful Women on Boards by Dr. Yvonne Thompson

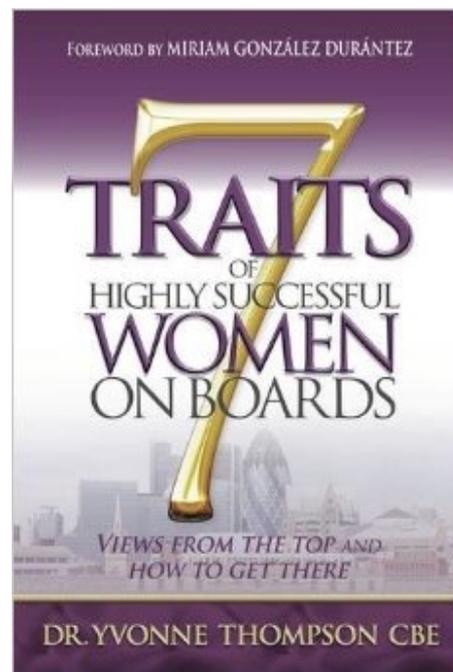
The can-do attitudes of successful female board level executives are inspiring, says **Pam Kingsland**

Dr. Thompson gained access to an impressive group of 22 senior women leaders for her book which provides ‘views from the top’ and ‘how to get there’ written from the perspective of women on boards, both executives and non-executives. It is a timely reminder that they do in fact exist, even if not in proportionate numbers as yet. It gives us some insights into their journeys and their thoughts on why and how they feel they have been successful.

Despite the small sample number we definitely get some great views from the top, warmly expressed and generously given. Less easy to gauge is the ‘how to get there’ part. Each woman has a very different story to tell, different backgrounds and different life experiences – as you might expect. Whilst there are similarities in some of their personal traits I found it hard to decipher seven clear traits as promised by the title. It felt like a collection of great tips and pointers with quotations from different women across many different topics. Valid in itself, but less clear than the title might suggest. I advise reading with a highlighter pen to capture the advice that resonates most for you.

The book is structured around seven topic areas – Leadership, Education, Advice, Diversity, Emotional Intelligence, Resilience. Within each topic some of the women are quoted in detail and others in a few lines.

It wasn’t clear to me why some women had been chosen to represent a particular topic. I also have to confess that, keen to hear the voices of the women, I found myself irritated that the first voices properly showcased at the



beginning of the book were from a ‘few good men’ (but maybe this says something about me).

If you are looking for a book which has discovered seven clear traits or ‘distinguishing qualities or characteristics, typically one belonging to a person’ which are vital for successful women on boards, and are looking for these magic ingredients and a detailed set of instructions on how to get there then this book is probably not for you.

However if you are looking for some inspiration, glad to see that there are women at this level,

curious about how the life journeys of these successful women played out, and happy to get some tips and advice then it is a good read.

The one abiding message that I took away from the multitude of different life experiences and different personalities of the women involved was their shared 'can-do' attitude. By focusing on 'finding a way' to do something, as opposed to finding reasons not to, women are more likely to take their rightful places at the board table.

TITLE: 7 Traits of Highly Successful Women on Boards

AUTHOR: Dr. Yvonne Thompson CBE

PUBLISHER: Panoma Press

PUB DATE: 2014

PAPERBACK PRICE: £15.99

ISBN: 9781909623736



ABOUT THE REVIEWER

Pamela Kingsland MSc, AFBPsS, FMAC, ACIB

Pamela is a Master Executive Coach accredited by the Association for Coaching (AC) and an HCPC registered Occupational Psychologist, Member and Associate Fellow of the British Psychological Society. She has over fifteen years' experience of coaching individuals and teams up to Board and CEO level in the public and private sectors. Her combination of practical business experience, drawn from a previous career as an executive in the finance sector, and as a NED, and expert knowledge of human behaviour help create deeper and lasting changes with clients. She is especially adept at coaching senior executives, male and female, to develop effective leadership skills and define their purpose.

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Review

The Good Life by Graham Music

Understanding the forces that shape us makes us better able as coaches to hold the space in which our clients examine and choose the behaviours most beneficial to their development, says **Paul Curran**

This fascinating overview of the drivers of our character traits and how they play out in our lives is based both on personal observations over many years of clinical practice and on an encyclopaedic familiarity with psychological research. Within this complex work there are observations of value to coaches in all fields. Music reminds us that some of those traits we might find objectionable can be those that ensure our survival as a species or of the organisations in which we work.

Few of us fully realise the magnitude of the task of raising children well and the profound influence this has throughout their lives. Young parents typically propagate their own childhood experiences so that the habits, both good and bad, ripple through the generations. Music discusses the repercussions and how our earliest experiences establish our baselines for co-operation.

While our capacities for empathy and altruism have grown as the human brain evolved, we nonetheless survive by letting the amygdala take over in times of stress. When considering cold aggression and psychopathic tendencies, we learn that in their milder forms these very traits may propel some executives to the top of their organisations. Indeed, we may be living in a world where it can be increasingly an advantage to rely on a colder, calculating and emotionally instrumental way of acting and relating.

TITLE: The Good Life
AUTHOR: Graham Music
PUBLISHER: Routledge
PUB DATE: 2014
SOFT BACK PRICE: £16.27
ISBN: 9781848722279

To function well in society we need to have had support to develop both the emotional and rational parts of our personality and the links between them. These traits are influenced by the contributions of oxytocin and testosterone to our tendencies for, respectively, empathic or competitive behaviours. Our hunter-gatherer past has equipped us to co-operate in ways that confound conventional economic theory and which can keep our alpha-male tendencies in check. Corporate coaching work often requires us to orchestrate the 'organisational huddle', which enables client organisations to compete against differentiated competitors. However, our tendencies for parochial altruism have many times fuelled the most destructive human behaviour, and it may be the challenge of our times that we find a way to evolve beyond narrow group identities in order to ensure our survival as a species.

The Good Life is a good read with many interesting discussions around the evolutionary influences on the human psyche.



ABOUT THE REVIEWER

Paul Curran retrained in coaching after a career in engineering and working in the corporate sector, in SE England, until falling ill in 2008. Today he is a health coach with a keen interest in functional medicine, which seeks to solve problems at their roots rather than medicate symptoms. Increasingly he understands that optimising health requires that we give attention to body, mind and spirit and that only a holistic approach provides the motivation for transformation and lasting change. The same holistic health approach applies to organisations.



Review

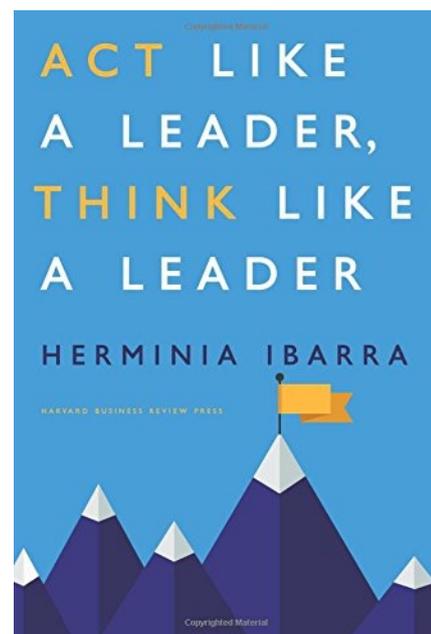
Act Like a Leader, Think Like a Leader by Herminia Ibarra

New research puts to bed some old assumptions about Leadership and confirms that it remains an ongoing process of action, relationships and reflection, says **Alf Hatton**

‘Outsight’ – Ibarra’s core idea – is summarised as coming from action, redefining job, network, and only then yourself. Reflections-on-action adjust habitual thinking about yourself, your work, and, when these are internalised, you become a different person: a leader. ‘If you always do what you’ve always done, you’ll always get what you’ve always got.’* Extensive teaching and research provide a sound, objectively derived proposition: this is not just theorising in the absence of evidence.

For this reason Ibarra dismisses ‘know thyself’ leadership programmes. Higher degrees of self-awareness, purpose-driven actions, ‘authenticity’ – people assume that, suitably developed, these traits will transform everyone into leaders. Some discussion of success and failure in leadership programmes would have been useful, since failure in transforming leaders and thereby whole organisations, is due to many factors.

Ibarra sets out general psychological insights into individual/group behaviour, so that leadership and organisational development practitioners and, crucially, coaches and mentors, gain ‘rapid access to a rich picture’ of human and organisational dynamics – otherwise a lifetime study! The better way to understand the dilemmas presented and respond appropriately is to ask oneself: Is this behavioural, group or organisational in origin? Is it a transition issue, hence more developmental than problem-solution based? Psychological states like narcissism and laziness can militate against keeping networks up-to-date, yet this is *the* key, contemporary process to maintaining awareness: ‘acting like a leader... is not just about what you do, but also about the company you keep’ (p.77).



‘acting like a leader... is not just about what you do, but also about the company you keep’.



Included are useful checklists to assess your position in the 'Leadership Transition', and Ibarra's thought-provoking views on networks: are yours operational, personal or strategic? Again, actual data are used to prove that none of us is using our networks effectively, let alone strategically, and Ibarra sets out valuable principles for putting right these networking wrongs.

In individual vignettes, we meet managers so highly effective in current roles that they fail the 'step away, step up' Ibarra test. We meet others who have made this transition. 'True-to-selfers' are contrasted with 'chameleons': the former concentrate on what they know; the latter experiment more and are more flexible. Ibarra also deconstructs 'authenticity', a much-vaunted 'leadership trait'.

Finally, Ibarra discusses how to manage the 'stepping-up' process. Parking the idea of a sudden 'leadership' epiphany, she tells us this is not so much an event as a process of five stages. This has that familiar 'common sense' ring, though it is newly derived from extensive research, thinking and conversations with practising leaders.

*Variously attributed to Albert Einstein, Henry Ford, Tony Robbins, even Mark Twain.

TITLE: Act Like a Leader, Think Like a Leader
AUTHOR: Herminia Ibarra
PUBLISHER: Harvard Business Review Press
PUB DATE: 2015
SOFT BACK PRICE: £19.99
ISBN: 9781422184127



ABOUT THE AUTHOR

Alf Hatton consults to private and public sector organisations, specialising in strategy development, communications and leadership development, and dynamic approaches to *leading* and *managing* – the 'here and now' of leaders'/managers' everyday lives.

Alf forged a successful career in museums before moving into academia, initially in that field, later in business schools. Work has taken him all over the world. He is a Chartered Fellow of the Institute of Personnel & Development, a Member of the Association for Coaching, and a Fellow of the Museums Association. For over 40 years he has practised Shotokan Karate-do in which he holds a Third Dan black belt and is now a retired, international referee.