

Coach & Mentor

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The recession - a unique opportunity for coaching and mentoring?

Editorial – Ed Parsloe

This is now my second year editing The OCM's journal. As with last year, it has provided a fascinating opportunity to take a step back and reflect upon what is happening in the world of coaching and mentoring. Before commissioning the articles, I needed to speak to a wide variety of practitioners as well as ask myself questions like: What are the latest trends/issues? How is the profession developing? What challenges are my clients facing? What's going to be the next big issue?

As ever, this year has thrown up myriad observations, but there do appear to be recurring themes that all gravitate towards the biggest issue affecting all of us in the last 12 months; namely, the recession.

How much of an impact has this had?

Well, latest research from the CIPD's Learning and Talent Development Survey 2011 found that 43% of organisations said they were reducing L&D spend. The figure in the public sector rose from a 19% reduction in 2010 to 76% in 2011. Interestingly, only 26% of private sector firms said they were cutting back, compared to just over half last year.

Although the survey showed that all companies have boosted their training offering to a median of five days per employee compared to four days in 2010, they have also increased their use of less costly development practices, such as e-learning (54%), coaching by line managers (47%), in-house development programmes (45%) and internal knowledge-sharing events (37%).

John McGurk, the CIPD's learning and talent development adviser (and OCM Graduate), said: "It's encouraging to see that during the tough times organisations have coped well with reduced budgets and shifted from external to in-house provision, as well as utilising less costly development practices. We expect to see public sector learning and development teams rely on similar methods as the cuts start to bite, with the full impact of the spending cuts yet to be felt in the public sector, maintaining support for employee development by linking it to organisational change is essential if organisations are to steer through these uncertain and challenging times."

With this backdrop, it is not surprising then that all of this year's articles fall broadly into one or more of these three camps: managing change, managing the investment in coaching/mentoring, and coaching/mentoring as an enabler of organisational strategy.

It is this last area that is of particular interest to me as it reflects The OCM's long held belief of how coaching/mentoring should be viewed and the approach we normally use when working with our corporate clients. In this post-recession age, coaching and mentoring initiatives (and indeed coaches and mentors) cannot act in isolation from organisational strategy; it needs to be at the forefront of what we do.

Good coaches and mentors create powerful developmental relationships founded on trust, which have enormous benefit to the individuals involved, but a

company's investment in coaching and mentoring must also pay back to the organisation.

At The OCM, we work with companies to define and measure the impact on the behaviours, capabilities and attitudes that will support the organisation's strategy. We help them to gather and use organisational learning to support and develop their strategies. And we work with them to support and instil a coaching culture that will give their employees the resilience and creative edge that they need to thrive in a challenging environment. So as you read the articles in this year's Journal, please don't forget the context in which we are now working.

I always prefer a positive attitude and I believe we have a unique opportunity over the next 12 months to cement a coaching and mentoring programme as the most effective development method to steer organisations away from recession and into growth, whether as an HR, L&D, talent management or strategic initiative.

I hope that after you've read and applied the suggestions in this year's articles, in the 2012 Journal you will be able to join us in a celebration of that success.



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Coaching to Maximise Potential

Developing an internal coaching capability at Grant Thornton UK LLP

Joanne Long

Background

In July 2007, Grant Thornton UK LLP decided to embark on a 'Coaching to Maximise Potential' blended learning programme to develop a group of partners to become trained coach-mentors so that they could coach/mentor selected new partners to aid their career development, maximise their potential and help orientate them to their new partner role.

The First Programme

Joanne Long, Head of Development at Grant Thornton, commissioned The OCM

to deliver the pilot programme, which consisted of five days of skills workshops, six individual coaching sessions with programme participants, and six coaching sessions with two appointed coachees. This was also supplemented by pre and post course work, so the time commitment was equivalent to approximately ten days in total.

As well as this being a skills development blended learning programme, it was also possible, if the participants were interested, to upgrade to a Certificate Qualification, recognised by the EMCC. This could be achieved by submitting extra written reflections and reading additional

texts. In the end, over a third of the participants chose to take this additional development option.

The Partner Coaches

Partner coaches were handpicked and were those who had already shown the ability to coach, as well as having the necessary time to attend and commit to the programme and coach two new partners, on a six-month rotation. They also needed to be an established partner, with proven leadership and coaching skills (identified via their 360 profile and via appraisals). They also had to have a high degree of self-awareness and be



able to adapt their personal style to meet the needs of the coachees. Ideally the partner would also be mid career, allowing the firm to retain and use their coaching skills for a significant period of time.

The partner coach was assigned two new partner coachees at the start of the programme. These coachees were drawn from a pool of newly appointed partners who were briefed about the programme and were asked if they wished to be coached. The relationship was set up to continue for six months, with monthly coaching sessions taking up two hours, including preparation time. Once this pilot programme had been run, the plan was for each newly appointed partner to automatically be allocated a coach. This would be managed by Joanne Long's development function.

At the start of the relationship, the coach made contact with their coachees to agree what they would cover in their sessions to include areas such as: making the transition to partner, agreeing and implementing a development plan, gaining credibility as a partner, professional and managerial skills development, practical issues of work-life balance - workload, issues of stress for both them and others - building and monitoring relationships with key clients/sensitive issues with key clients, managing senior but perhaps under performing managers.

Measurement and Evaluation

Once participants had completed four coaching sessions, The OCM used their 180-feedback tool to gather data from the coachees on their perception of the participant progress and skills, as well as the benefits that they and the firm gained from being coached. This data was consolidated into a score allowing comparison of the coach against

The OCM's national averages.

The outcomes showed that the partner coaches had done an excellent job in demonstrating the skills and characteristics of an effective coach-mentor, producing average scores of 80% for interpersonal skills and 83% for coaching attributes.



It was also very encouraging to note that the scores for organisational benefits were in many cases above The OCM average, with the recently promoted partners who had been coached scoring 80% for the fact that the coaching they had received had really demonstrated to them that Grant Thornton cared about their development. There were also high scores of 76% and 73% for the coaching having produced a direct beneficial impact on their immediate area of work and for having also produced indirect business benefits too.

There were also a huge amount of positive comments raised by the new partners, a couple of which are captured below:

"Increased awareness, benefit of perspective, additional indirect support and encouragement to achieve and manage own career."

"I have found the coaching sessions beneficial in giving me the time to assess my own challenges, goals and priorities, and to then reflect on how issues have changed. I have learnt techniques by just spending time on reflecting on the outcome of situations."

"I have found the sessions very useful. My coach has helped me to think through the issues associated with structuring and running my department more effectively and those associated with influencing the partner group more effectively. He's helped me to reflect on and appreciate the impact that my behaviour and communication style may have on my colleagues. He's also helped me to think through some of the issues which I will need to address to take my career to the next level."

The feedback from the partner coaches was also very positive, with their key conclusions being:

- That Grant Thornton need to sustain a coaching culture and they must work to ensure they don't lose it.
- They should consider how they drive performance management by rewarding the right behaviours.
- There was the desire to consider both the short-term and the long-term needs of the organisation.
- Coaching was recognised as being an effective tool.

Coaching to Maximise Potential (cont.)

- They felt more work could be done on the positioning of coaching with newly appointed partners with more up front briefing.
- There was a desire to share ideas about how the induction of new partners could be further enhanced from what they had learnt from their coaches.
- They also felt that formal coaching could be aimed at other groups, below partner level.

What then?

Grant Thornton were keen to run another cohort and offer both the development and the coaching to a wider range of participants, to include their Director population as coaches and coachees, as well as more partners taking part.

This second cohort started in February 2010, using the same blended learning approach and once again giving participants the chance to upgrade to an accredited qualification. This cohort concluded earlier this year, with another set of very impressive results, showing the new cohort's coaches had averaged well over 80% for techniques, skills and attributes, as well as an average of 77% for business benefits.



Once again the comments from the coachees were unanimously positive, with many references to feeling supported and challenged to reach their own solutions by being encouraged to explore issues, reflect on experiences and think more deeply, and therefore finding it an extremely valuable use of their time.

"Overall an excellent experience that is very insightful."

"I think the coaching/mentoring scheme is an excellent way to help employees maximise their roles within Grant Thornton."

The feedback from the partner and director coaches was again very positive, with the final review workshop producing a strong feeling that coaching needs to be supported across the business, and a number of recommendations of how Grant Thornton could use coaching more widely in the organisation to help drive business strategy, for example:

- Applying coaching to new teams.
- Cascading coaching training to Managers as well as Directors, as part of their ongoing development.
- Coaching for new appointments and graduate intake.

What next?

Grant Thornton are committed to using a coaching approach to support how they do business, be it working with clients or developing their people, and see it as a key differentiator from their competitors. To this end, they are planning to run another two cohorts in 2011 to build a large pool of skilled, confident coaches, as well as cascading coaching skills further into their business through

other management development coaching initiatives.

Each of the already trained / qualified partner / director coaches is continuing to coach at least one coachee external to their department, as well as continuing to use their coaching skills with their own teams and clients.

Joanne Long, Head of Development, is very optimistic about the future of coaching in Grant Thornton. She says:

"The coaching approach has been embraced within the firm and is seen as a key part of delivering our strategy. Everyone has benefitted, from those who were trained as coaches, who have developed new skills which they can apply in their broader leadership roles, to the coachees, who have become more effective in their roles and so, in turn, the organisation has reaped the rewards."

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Participant Experience

Bridget Williams-Stephen



Introduction

Leaders in the public sector are experiencing savage reductions in funding, a rising demand for services and governmental expectations that the public will 'do more for themselves'. This is the context within which I began my learning journey to become a Professional Coach Mentor with The OCM.

I started the programme with enthusiasm, self-satisfied skills of facilitation, and self-awareness; enough to recognise, for example, the difference between good practice of understanding a learner's issue enough to help, and my lengthy enquiry made largely to satisfy my own curiosity.

It took 4 months of practice, learning and feedback to have confidence enough to implement the former. I captured this learning in reflection notes, reluctantly at first, but rapidly they became my 'learning bible'. I had a great deal of unlearning to do resulting from years of responding to requests to sort people's problems out. I did this and it made me feel good which reinforced the behaviour. This confirmed my position at Maslow's 4th level of 'esteem', which is about taking responsibility, with reputation and achievement being paramount.

My personal and professional development journey through The OCM programme has been in some

sense humbling and in every sense profound, and a very real step to self-actualisation. It has resulted in strong feelings of confidence, passion and pride in determining my eclectic, non directive coaching style.

The key to my development was through practice with learners, not just the obvious 'plan; do; review'; also enabling me to make sense of, and enjoy, theory. My learning style is activist/pragmatist and this approach helped me shift to accommodate a theorist learning style, essential for taking full advantage of the learning offered on the programme and to become the best coach mentor I can.

Participant Experience (cont.)

I am strongly values driven. Integrity and honesty are deal breakers for me. This was evidenced in so many ways during the programme, including my 180° feedback report. On the whole this is a positive way to be, although on occasions it blocked my learning, for example around the issue of mutual commitment to coaching. The importance of mutual commitment to coaching between the coach and the learner is explored at Flaherty's 'Enrolment Stage', and can be a potential hindrance to achieving purpose. With support from my Faculty Coach-Mentor Supervisor (FCMS), I had a surprisingly long navigation around this issue until the light bulb realisation that it ceased to be an issue at all once I developed the confidence and skill to truly start from where the learner is at.

Another key to meaningful learning for me was the balance of authentic individual support and challenge from my FCMS and facilitators of the telephone tutorials. Reflecting back planned actions, prompting more considered answers, metaphorically holding up a mirror for me to see myself, and no game playing, unless practising a model!

Coaching and mentoring my learners

During the programme I worked with 3 people for a total of 21 planned coaching sessions, and 5 people for between 2 and 10 mentoring sessions each. Ages ranged from 19 to 60, and occupations from project assistant to senior manager.

It is hard to find a definitive answer to the question about what the differences between coaching and mentoring are and the terms are increasingly being used interchangeably; a mentor can be a coach and a coach can be a mentor, or the role can be rolled into one. I am drawn to Pokora, J (2009, p.11)'s definition which is learner centred and says that both

coaching and mentoring are learning relationships which help people to take charge of their own development, release their potential and achieve results which they value. Whatever term is used, the person being coached or mentored should get unbiased attention and, in all cases, there needs to be a purpose for coaching. I recognised very early on in the programme that if there is no firm purpose, coaching or mentoring simply becomes a string of sessions that may or may not be helpful.

Conversations with my learners at the end of the programme revealed that apart from changes related to their purpose for coaching, we had really valued being able to share a meaningful experience of co-created safe space where we could be present, honest, open and authentic. Therefore, at the end of the coaching practice, even if the purpose has not been fully achieved, they/we have the resources within us to continue our learning journey. We also discussed the benefits of using models in practice only and deliberately, to support coaching best practice, not to drive it.

As a step 2 MBTI practitioner I have been able to enhance my application of this tool during the programme by integrating a more learned coaching approach. I use MBTI as a model or framework (rather than just a tool) within which to frame discussion during sessions. Discussing one's own and others' types, helps individuals to recognise their existing qualities and potential, and that there is no obligation or need to be like others, however admirable those others may be, and that you have choices not defined by others.

I expanded my learning about the impact of coach and learner having opposite MBTI types, which included adapting my extroverted preference to achieve deeper rapport as a result of feedback from an

introverted learner; and how by paying attention to the language I used and sequencing of questions in the context of MBTI, coaching relationships deepened and mutual trust was developed.

Through the blended learning opportunities the programme offered me, and the deep coaching relationship that developed both with my learners and for me personally with my FCMS, I was able to identify within me an emerging capability and enjoyment of non directive coaching. I learnt to trust my intuition. An example being my confidence in determining 'the next question' from the response to the last one, whilst remaining on track with what was helpful to the learner. I developed an eclectic coaching approach, doing what worked and pulling on models and tools as appropriate, and led by where the learner was at. I learned how to be 'in the moment' which is an existential paradigm of doing, rather than focusing on the future or the past.

One particular learner provided me with deep learning about how to coach learners whose values are at odds with my own. There are leaders who believe that they should be in control and leadership should come from the top; there are others (myself) who believe that because leaders change, and in order for the public to be best served, leadership should be bottom up and at all levels, as well as having leadership at the top that steers the tone, pace and direction the organisation will take.

The literature also suggests a similar division on this viewpoint with the former being supported by Klenke, K. (2005), Mussig, D. J. (2003) and Stone, A. G. et al. (2004); and the latter by Marques, J. F. (2006) and Kouzes, J. M. et al. (2007). Interestingly, Flaherty goes on to say that coaches who find themselves in this predicament slide out of coaching into some other mode

of interaction with the learner, and justify themselves. I recognise the reality of this in my practice - I recall justifying myself by saying to my FCMS that I thought a learner's seniority to me at work was hindering progress. Then during the next coaching session, I slid into giving feedback on a leadership psychometric tool, rather than landing the issue at hand and maybe re-contracting.

The most energising coaching experience during The OCM programme was with a recently promoted senior manager.

Conclusion

I began The OCM programme as a manager who used an intuitive coaching approach to manage. I have finished the programme as a coach. My learning journey continues with support from strategies I have put into place; some of which are described in my final learning plan, and come from a passion to learn more. The paradigm shift I feel I have made is the result of the opportunity to be on a programme that has purpose and values that match my own aspirations of

in turn has led to enlightenment. To keep it simple, Rogers, C. (2004) asserts 'the best and most valuable insight to have is into you'.

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Simply put, his passion for learning was matched by my passion for coaching and we enjoyed mutual respect at an 'adult level'. The learner unleashed their emotionally intelligent self as a direct result of the coaching conversations and using the models and approaches explored therein. For example, I used Egan's skilled helper model both in my approach with the learner, as well as discussing what I was doing as I was doing it, and modelling its use for individual team members and as a team development model to inspire creative innovative planning in the learner's new team.

integrity, honesty and openness; valuing individuality and simplicity; and doing what it said it would, thereby optimising meaningful learning.

One of the most powerful elements has been learning to reflect in a structured manner and thereby learning about me. This enhanced self-awareness has empowered me, thereby deepening learning. It is not simply a linear process of moving from less to more. If anything, it is a dialectical cycle of clarity and confusion; a philosophy. It requires, for example, an acknowledgement of ignorance that



Supervision and the Internal Coach

Findings from an action research project

The challenge of growing a flourishing coaching culture

Sadly, in spite of the energy, dedication and motivation to see coaching flourish, internal coaching initiatives can falter at an early stage, due to a lack of adequate support and structure for coaches to operate within. At times, there is also a lack of definition regarding the purpose and parameters of coaching within their organisational context. Without these supports, internal coaches can end up being left to manage key contextual and ethical issues on their own.

a successful coaching strategy might yield, it's essential that organisations critically evaluate their strategies for building internal coaching capability. Supervision, which for the purposes of this context can broadly be defined as 'a safe space for internal coaches to explore and develop their practice with a peer or more experienced coach', could become an important strategic element in the culture of developmental support that organisations provide.

coach-mentor supervision practices elsewhere, as a supervision practitioner I was keen to understand the perspectives of coaching champions from a range of organisations regarding the following:

- How are 'supervision cultures' developing alongside 'coaching cultures'?
- What kinds of supervision are being undertaken by internal coaches?
- How it is delivered and by whom?
- What are the enabling factors supporting supervision?
- What best practice looks like within different contexts?
- What pitfalls need to be avoided?

One of the distinctive features of coach-mentoring supervision, as opposed to therapeutic supervision, regards the provision of supervision to the non-professional practitioner – typically an individual with a coach-mentoring role within their own organisation. This can range from the 'manager / leader as coach' through to the dedicated internal coach. Another differentiating feature of coach-mentoring supervision is the fact that, in an organisational setting, the supervisor, coach and coachee may all be directly part of the same system, and have working relationships with each other outside of the coaching or supervision. This suggests the need for especially flexible, responsive and ethically robust forms of supervision, which are at the same time adaptive to shifting priorities within the organisation.

Mortlock, Schwenk and Owen's work in developing internal coaching supervision capacity within the NHS identified the following as critical areas for consideration regarding supervision to internal coaches:

St-John Brookes' research in collaboration with the **European Mentoring and Coaching Council (EMCC)** (2007) identifies ten common ethical issues, many of which could be significantly minimised if organisations were to create clearer guidance and developmental support to their internal coaches.

Given the often significant initial investment into the development of internal coaches, and the benefits which

Coaching cultures evolve through different stages, and Clutterbuck and Megginson (2005) have created, from their own research into a large number of organisations, a number of key measures which can be observed in different stages: from nascent stage, to tactical stage, to strategic and finally to an embedded stage. Their work pays less attention to the specific role of supervision in the development of coaching culture. Given the lack of published literature on internal



Katherine Long

1. What are the benefits and drawbacks of using internal supervisors for their pool of coaches? (E.g. knowledge of but also part of the coach and coachee's system, cost-effectiveness, availability, credibility, value – or not in being part of a feedback loop within the organisation).
2. What definitions of supervision are used?
3. Who receives supervision? (E.g. full-time internal coaches, manager coaches, 'resting' coaches).
4. What types of coaching should be supervised? (Skills, performance, developmental, transformational).
5. How frequent should the supervision be? (For different types of coaches or based on coaching hours).
6. Which is better - individual or group supervision? (Pros and cons of each).
7. What issues are there regarding confidentiality? (How does confidentiality need to be managed if coaches and supervisors are working in the same organisation? In what circumstances would the need to disclose supersede confidentiality?).

I was curious to find out whether the internal coaches and coaching champions who participated in my research would surface a similar list of issues, or whether their concerns and interests would differ.

Key findings from my research

The data collection took place over around 4 months and primarily involved participants in a LinkedIn discussion group, with an additional 121 conversations with other coaches from a range of organisations. I was keen to allow themes to surface from the participants rather than guide the discussion around

particular topics. What emerged from the discussion was as follows:

Timeliness

Conversations with coaching champions across a range of organisations suggested that supervision for internal coaches is a topic which is gaining interest and momentum. The timeliness of the research was noted by a number of participants. This chimed with my own experience that only recently has supervision provision for internal coaches started to 'appear on the radar'.

Questions raised by the participants

It was noticeable that the participants brought many of their own questions to the discussion, which included:

1. Sharing and understanding best practice for developing a coaching culture.
2. Looking at ways of enabling peer and group supervision to work well.
3. Looking at how group supervision can supplement 121 supervision and experiences of how this is working.
4. Sharing experiences and challenges of cross-cultural supervision / supervision across a global organisation.
5. Exploring the challenges pertaining to the status of the supervisor in relation to the coach, e.g. what happens when the coach is more senior than their supervisor?
6. Considering how supervision skills might enhance management skills, i.e. whether the critical reflection and deconstruction involved in supervision could enhance conversations in other settings.
7. Different modes for delivering coach-mentoring supervision.

External supervisors

As expected, different formats for supervision were shared during the discussion and included a creative mix of internal and external supervision, peer and group, including action learning and group discussions as possible formats, and face to face or teleconferencing.

The use of external supervisors did not appear to be the norm, and given the current economic climate, that would be hardly surprising. In several organisations, the senior or more experienced coach or 'coaching champions' were actively developing their own supervision skills in order to offer it to their internal coaches.

Strategies for building supervision capacity included:

- First generation coaches undertaking to supervise 2-3 of the next intake of trainee coaches.
- 'Coaching champions' supporting supervision internally whilst undergoing supervision courses themselves.
- A preference to use internal coaches as supervisors and to support them in gaining supervision qualifications in the future.
- The use of internal coaches to offer supervision (with some support) to managers who are using coaching skills with, for example, quarterly training to build their supervision skills.

Line Manager as supervisor

It was interesting to note that in several of the organisations supervision was being carried out by the line manager, who may or may not have coach-mentoring experience themselves, but who might supervise on more 'managerial' issues, such

Supervision and the Internal Coach

Findings from an action research project (cont.)

as the performance and outputs of the coaching. One rationale was that adding another layer of supervision might be unwieldy when other forms of supervision are already taking place. This threw up a completely new light on how supervision may be developing within organisations which I hadn't encountered before, and possibly arises from the different meanings and images which the word 'supervisor' conjures up, especially within an organisational setting. It was telling that throughout the whole of the research, the term 'supervision' was never formally defined or discussed, and it's likely that participants were working with different interpretations throughout the discussion.



Enablers and challenges to best practice

Collectively within the group, there appeared to be a good level of awareness of what supports and challenges best practice regarding supervision.

Enablers of best practice included:

- Agreeing clear boundaries of what is expected and reviewing how the session has gone.
- Relating ratio of supervision to coaching hours.
- Supervision is best when it can occur in native language.
- Role-modelling by 'senior coaches' in terms of sharing their own weaknesses and struggles, as a means of encouraging openness.
- Use of peer supervision as a possible means of devolving power from the relationship.
- Changing group supervisors on a regular basis to enable coaches to experience different styles of supervision.

- Keeping the same group of coaches in group supervision in order to build trust and understanding.
- Not use external coaches as supervisors (even if they hold supervision qualifications) because of the blurring of boundaries regarding who is the client.
- Credibility of the supervisor (whether through experience or position).
- Use a recommended list of qualified renowned supervisors when selecting externals.

Challenges to best practice included:

- Different time zones and travel schedules.
- Not always being able to deliver in native languages.
- How to handle confidentiality and trust when internal coaches supervise each other.
- Boundary and trust issues in group supervision because coaches have a variety of roles – does it also compromise

the 'depth and grist in the mill by which learning can take place'?

- Possible challenge of peer supervision in some cultures where they might prefer someone more senior.
- How coaching is viewed in different countries / cultures, e.g. 'pure' coaching vs facilitative role.
- Rapport building across different cultures.
- Cultural issues emerged as a distinct theme, and as a result a sub-discussion group was created.

My conclusions

Clearly there are limitations regarding the degree to which one can generalise from limited data to infer more general trends. Furthermore, the individuals involved had a specific interest in learning about supervision practices from other organisations, and each of them were actively involved in developing coaching culture within their own contexts. It would therefore be unrealistic to expect the same levels of interest and awareness across all organisations who use coaching.

Nevertheless, I offer the following observations:

1. The potential for internal supervision practice to set and define standards within coach-mentoring supervision as a whole

The culture of supervision within organisations has, I believe, a real opportunity to flourish and set standards for coach-mentoring supervision as a whole, for the following reasons:

Rather than it being the 'poor cousin' portrayed in the CIPD 2006 survey (roughly only a quarter of internal coaches receiving supervision, compared to over half of the independent professional coaching population), in some cases organisations are showing greater commitment to supervision for their internal coaches than has been seen in the professional independent coaching population. For example, The Co-operative and KPMG provide external 121 supervision to their internal coaches, and investigation into other organisations also showed pockets of real commitment to coach-mentor supervision.

As organisations perceive the real benefits of coaching, and articulate their vision for it, they may become willing to invest in the leadership and supervision capability to sustain and enhance an effective coaching culture. Whilst some of the challenges to achieving effective supervision practices were raised in the online discussion for this research, it was also noticeable how much leadership and commitment to creating these processes was demonstrated. There is a sense that 'this matters'.

Organisations have the potential to bespoke a range of flexible models for supervision that best fit the 'ecology' of

their coaching practices, developing as well as leveraging the creativity and community within their collective of internal coaches. The online discussion demonstrated a wide range of approaches, and elsewhere, e.g. the BBC case study in Hawkin and Schwenk's 2006 report for CIPD, activities such as 'book club', co-supervision in threes, and sharing learning gained from different courses or books are also examples of creative practices. Whilst external coaches also engage in a wide range of supervision formats, they are less likely to be part of a community of practice with common goals and jointly owned sense of purpose – in other words, the level of energy and commitment to learning in an ongoing way together may be compromised as a result.

2. The role of online forums to catalyse and move supervision practice forward

Fora (such as online discussions, conferences, etc) for sharing such practices are likely to play an important role in informing successful initiatives. External supervisors and consultancies may also help catalyse fresh thinking and provide perspectives from outside the organisation's system and culture, potentially surfacing blind-spots and helping to identify and create shifts in less helpful patterns.

3. The role of supervisors in feeding back organisational trends

The emergence of coaching and supervision cultures provide a fairly unusual opportunity (given that they offer scope for more reflective thinking than is normally encountered within the day to day running of an organisation) for 'sensing within the field' and generating insights regarding the organisation. As ethical, organisational and cultural issues emerge through the process

of introducing coaching and supervision, there may be opportunities (provided there is the agreement and safety to do so) to allow these issues to inform wider processes or structures within the organisation. This places another level of skill and value on supervision to internal coaches, which extends beyond current commonly held definitions of supervision practice.

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Building Adaptability

Ruth Simpson

What allows some people to adapt to change more successfully than others? People in business have been adapting to developments in technology and in response to globalisation for more than 50 years. Experience and research into how people change, and processes to manage change, are plentiful yet whatever the research shows and however well the processes are followed, there are always those who struggle to adapt.

In an attempt to answer this question, recent research has taken a new approach to explore what it is within individuals that allows them to adapt or not. It looked for the personal attributes, the things that people possess that allow them to adapt as opposed to what they do. Armed with an understanding of the attributes that underpin adaptability, Coaches and Mentors will be in a position to work with their clients to develop the necessary attributes, and so help them to both adapt and improve their ability to adapt in the future.

In addition to a review of relevant literature, 19 semi-structured interviews were conducted during June and July 2010, and these were supplemented by 38 responses to an online survey. Data was collected from both adapters, i.e. people who had to adapt to change and coaches, leaders and peers who worked with adapters. In each case the adapters had to respond to a change that was not of their choosing. The adapters came from a range of sectors including software gaming, financial services, sport and law.

Definition of Terms

The term 'adapt' comes from the Latin word 'adaptare' which means going 'from to'. The same definition refers to adapting being about adjusting to 'different conditions, a new environment' (Collins English Dictionary, 2000). This is in contrast to

definitions of flexibility and resilience which focus on having a capacity to respond to an event, e.g. bend without breaking. Put simply, it is possible to suggest that where the end result of flexibility and resilience is a return to the same state, the end result of adaptation is to a changed state.

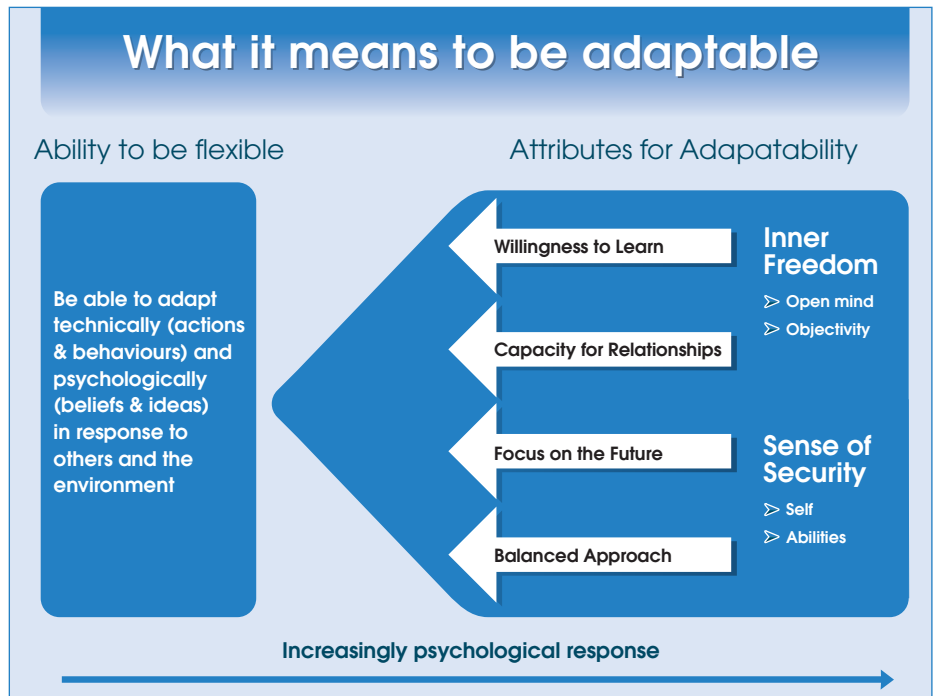
The Attributes for Adaptability

In total the respondents identified 34 different attributes. When viewed together

Descriptions for each group of attributes are shown below:

1. Inner freedom

This group of attributes contributes toward building an objective assessment of reality and not closing down options or opportunities due to limiting beliefs. It includes being open minded, in the moment, self-reflective, without the baggage of the past and having an agile mind.



with the actions and abilities required to adapt, as well as the findings from the literature review, it was possible to build up a picture of the attributes that allow someone to adapt and be adaptable. The model shows that the observable manifestation of adaptability is the ability to be flexible and this is underpinned by six groups of attributes. These can in turn be broken into two groups; core and enabling attributes. Core attributes could be defined as more important as they were mentioned by more of the respondents and underpin the enabling attributes.

2. Security in self and abilities

These attributes reflect an individual who is secure in who they are and what they can do. They are confident and not fearful. Specific attributes include being courageous, self-aware, resilient, calm, egoless and authentic, and willing to be the first. The attributes build off each other; if someone is not fearful and willing to be the first, they will gain confidence when they act. The fact that they are identified within themselves and not through the trappings of a role or a social group means they can be authentic and calm, without tension.



attributes are being a hard worker, being professional and having a sense of humour.

How Coaching and Mentoring support the development of adaptability

Six out of the eight coaches interviewed felt that all or most of their work was around adaptability, i.e. working with people to enable them to do things differently and move from one state to another. This was also confirmed in the literature that was reviewed and the data that was collected. This research now provides a coaching agenda in terms of attributes that need to be developed in order to help people both to adapt and become more adaptable.

This article is based on a dissertation research paper written as part of the assessment for the MSc coaching & development programme designed and delivered by Performance Consultants in partnership with the University of Portsmouth.

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Both inner freedom and security in self and abilities are linked to each other, as often with clarity can come confidence, as people can identify what needs to be done.

3. A willingness to learn

Related to both inner freedom and security in self and abilities, these attributes are fundamental to the development and therefore adaptation of an individual. Inner freedom provides the open mind to look at things in different ways and see the need to adapt. Security brings with it the confidence and courage to face the personal vulnerability associated with learning something new. It is also linked to being curious about what is going on.

4. An optimistic focus on the future and a drive to act

In meeting a challenge or solving a problem, these attributes allow an individual to stay focused on what they are trying to achieve and where they are going. They provide energy and momentum to act. As before they are linked to inner freedom and being secure. Specific attributes include being forward focused, optimistic, positive and resourceful. This is supported in literature which suggests that optimistic people are able to 'interpret their troubles as

transient, controllable and specific to one situation' (Seligman, 2003, p. 9) as opposed to pessimistic people who believe their troubles undermine everything they do and are out of their control.

Linked to having a focus on the future, adapters are driven both to succeed and by their beliefs and values. This provides the energy to find different and better ways of doing things.

5. A capacity for relationships

Adaptability has been defined as being flexible and able to adapt to events and other people. In some cases, the trigger to adapt may come from other people and it is therefore essential that adapters are able to relate to others. Attributes include being compassionate, sensitive and likeable. In support of this, many of the adapters referred to the key role networks played in supporting them through adaptation.

6. Balance

This final grouping reflects a balanced approach to work and life. It means people can be pragmatic and apply common sense, yet recognise the roles intuition and emotion play. It reflects the ability of adapters to bring all their qualities into the way they adapt. Other relevant

Mowgli Mentoring makes a difference

Simon Edwards

Mowgli's Mission:

The Mowgli Foundation invests in mentors and entrepreneurs who will make a difference.

Mowgli provides mentors who inspire, support and empower entrepreneurs in achieving their business and personal potential, encouraging sustainable job creation and social and economic development.

For the last three years, The Mowgli Foundation has been pioneering an international mentoring programme in the Levant, which for the uninitiated is Jordan, Syria, Lebanon and Palestine/Israel. The objective of Mowgli, very much borne out by current events, is

to empower entrepreneurship in the region as a means of alleviating poverty. With levels of up to 70% youth unemployment, the creation of jobs is not only vital for the economy of the region, but for those individuals for whom there is no purpose in life.

Asma Assad is the wife of President Assad of Syria. In a recent article in the Sunday Times she said the following: *"Take a second to ask yourself... Where would the extremist preach if poverty did not provide the audience? Where would a terrorist recruit if poverty did not line up those in despair? The reason why the alleviation of poverty is so important is because it affects us all. When people are poor they have no hope and when they have no hope,*

they become desperate and desperation can breed some bad, bad things..."

Being an entrepreneur is tough. We never anticipate the end at the beginning. We are full of hope, possibilities, optimism, potential and, it has to be said, naivety. If any of the great inventors, creators or entrepreneurs knew the pain they would endure taking an idea from conception to implementation with the high risk of failure, would they ever bother to start? Better to have tried and failed than never to have tried at all. And better to have tried with a mentor who can help us navigate the huge challenges of creating something new.



So how does it work? It is becoming symptomatic of our programmes that each one has its own unique character. This is not only because the mix, and therefore the dynamics, of participants is different, but because of environmental factors. Mowgli attempts to find locations that are cut off from the world, a retreat from the busyness of normal living, where people can reflect in a deeper way. In Lebanon we were based 6500 feet up in the snows of Mount Lebanon, one of the main ski resorts in the country. We had sun and increasingly icy snow, with breathtaking scenery all around. Auberge de Cedres was a classic Alpine lodge. It could have been in Austria or Switzerland. It provided the base for our first programme in Lebanon.



Feynan in Jordan lies surrounded by mountains in the heart of the desert. An eco lodge built by the Royal Society for the Conservation of Nature, it is utterly unique. There is no electricity. Solar panels heat the water and the lodge is candlelit at night. The view of the universe from the roof at night is breathtaking. With no ambient light, the view of the stars is stunning, with a depth that you do not get in Western Europe. Inside, the rooms are comfortable, the food is a superb example of how vegetarian food can be created and a log fire roars in the sitting room.

The nearest neighbours are tent dwelling Bedouin, living the simple life that has served them well for centuries. They have nothing and yet they have everything – a connection to the earth and each other that humbles the visitor worrying whether they have the right shirt on. One said to the group, to emphasise our common humanity, we all have the same blood and the same heart; a great lesson for a mentor who is about to embark on a year-long

relationship with someone from a different culture.

The days start with spectacular sunrises over the mountains. The hardiest among us rise early to walk to the top of one of the surrounding mountains to view it. The working day starts after breakfast outside, where the banter soon begins. The programme is taking shape. The first two days are dedicated to the mentors, the last two and a half to the mentees. The first step is to get the mentors to a place of authenticity as soon as possible. It is important that mentors strip away the masks we all hold onto to help us survive our daily round, since it is difficult to mentor effectively otherwise.

A mentor gives of himself with no expectation of return. We live in an intellectual age, and because of this, much has been made of IQ. We prefer to look at EQ (Emotional Quotient). Emotional Intelligence is now acknowledged as being a key ingredient of successful leadership; so it

is for mentoring. We now use a tool called TEIQue developed by Professor Adrian Furnham and Dino Petrides at the University College London. It measures our emotional state through a number of different frames.

The mentors are given an introduction to Mowgli Mentoring, designed to survive the tests of culture, time and distance. This type of international mentoring is unique and highly dependent upon creating an environment where a relationship of trust can be established rapidly. The start point is the creation of a strong relationship with each other. We run a number of exercises that help this happen at a deep level. Most significant are the practice 3-way mentoring conversations where mentors not only understand the techniques to holding a fruitful dialogue with their mentee, but have a chance to reflect on some personal issues that might be affecting them at the time. This has proved to be transformational for some mentors.

Mowgli Mentoring makes a difference (cont.)



At the heart of Mowgli Mentoring are the words inspire, guide and empower. We all need inspiration. The word literally means 'in spirit'. As an entrepreneur, it is finding the inner motivation that keeps us going when facing the toughest of times. The nature of entrepreneurship in its early stages is very lonely. You are strategist and coffee maker, the creative and the print cartridge changer. What an entrepreneur needs is the encouragement – literally 'in courage' – to keep going when every fibre of your being says stop, reminding them of the progress they are making. Inspiration provides that encouragement.

At a later stage in the programme, we introduce everyone to the Hero's Journey; a powerful tool developed by the great anthropologist, Joseph Campbell, to unleash the hero within us all – our true selves. But any journey is made easier when someone who has already travelled the road is at hand to be our guide. The guide prevents us taking the wrong turning or getting lost. They will be able to anticipate the mountains that have to be climbed and the various challenges we will face on the way.

Finally, the mentor is there to empower. The first principle of mentoring is that the mentee is in charge. It is very important for them to realise at an early stage that the mentor is not there to provide all the answers or to tell them how to run their business. Mentors are not consultants, advisers, teachers, counsellors or therapists, but they may be called upon to draw on some of the skills contained within each profession.

Experience suggests that many entrepreneurs are so involved in their ideas and the everyday energy they generate, that they lack focus: on what their product is and how a customer might understand it; and on any business planning. This is where the mentor really adds value, holding a mirror up to the mentee and holding them accountable to their own decisions.

It is in relationships that the truth of the human condition is revealed, so a lot of emphasis is placed on building relationships, initially between the mentors and then, when they arrive, the mentees. We also use the Hero's Journey for what I call 'accelerated relationship building', where each mentee has the chance to

meet each mentor at a deep level that allows them to determine personal chemistry.

This is also observed by the facilitators and, on the basis of this, the matchings are made. Each participant has the right of veto before this is done so that their input is included in the final decision. Again, environment is important. Whether it is walking through the desert in groups facilitating sessions (so often led in a soulless banqueting suite in provincial hotels) or watching the sunset together sipping sweetened wild thyme tea, or sitting around a log fire exchanging stories and songs, this is where we meet each other as human beings. This is where so much learning can be acquired. After the matching, the focus is entirely upon building the 1:1 relationship over one and a half days, so that mentee and mentor can build the trust that is the foundation to mentoring.

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I believe Talent Management 'Could do better'?

Diane Newell

A recent survey by the CIPD (Learning and Talent Development Survey 2011) showed that three-fifths of all organisations, and over three quarters of the larger organisations responding, engaged in Talent Management activity, largely focussed on 'high potential' employees. And yet only half of the responding organisations thought that their Talent Management activities rate as 'good', and a tiny 3% rate them as 'very effective'.

The survey shows that the intention of investment in Talent Management has changed little from last year's survey:

- Enabling achievement of strategic goals (43%).
- Enabling leaders to think in more strategic and future focussed ways (39%).
- Developing high potential individuals valued by the organisation (37%).

Of all the development activities used in Talent Management, the survey also showed that coaching is seen as the most consistently effective. But after over a decade coaching in organisations in support of Talent Management and leadership development, I've become convinced that by the widespread focus on programmes that develop high potential 'competencies', Talent Managers may be missing a key strategic opportunity.

All too often, talent or leadership development focuses on competency sets that are bland and exchangeable. Competencies are the things we must be good at in order to survive and they will be pretty much the same from one organisation to another in any sector. However, it is the distinctive qualities, history and values of the organisation plus absolutely critically the attitudes of the people working in the organisation that

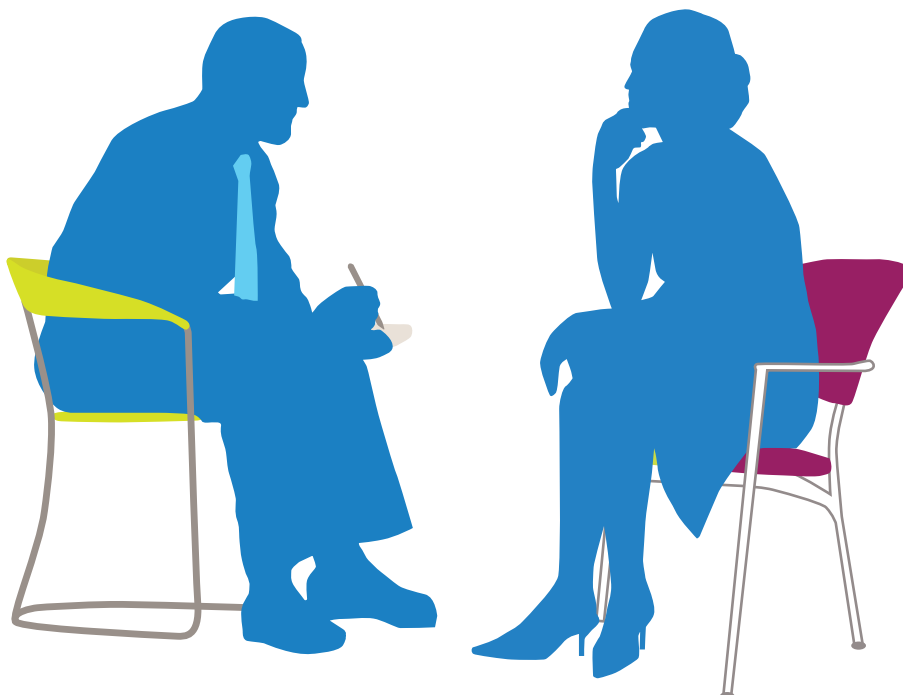
can create and define **a unique strategic capability which provides for many organisations their only truly sustainable competitive advantage.**

Talent Management in an organisation will be most successful when it focuses on attracting, developing and retaining that unique capability – and the people that possess it. It will deliver real value when it enhances the authentic character of its leaders rather than seeming to encourage a 'cookie cutter' approach to identifying and evaluating talent.

In exploring this issue with my colleagues and other coaches I have found the work of Professor William Scott Jackson on **Distinctive Strategic Capabilities (DiSCs)** invaluable. William is a Professor at Oxford Brookes University Business School and head of Oxford Strategic Consultants. His work is based on the 'resource based view' of the organisation and makes the clear separation between these differentiating strategic competencies and 'non contingent capabilities' which every organisation in this sector or of this type needs in order to be 'just as good' as its competitors.

William and his team define true distinctive strategic capabilities (DiSCs) for an organisation as being:

- **Of Strategic Value** - that is it creates real advantage in an area of strategic importance. This has to take into account the market conditions; the value has to be real to the customers and stakeholders of the organisation.
- **Rare** - so that the advantage it creates is to some degree conferred uniquely to the organisation.
- **Non-substitutable** - so that competitors can't get the same advantage through some other, less rare capability.



I believe Talent Management 'Could do better'? (cont.)



- **Appropriable** – so that the firm can actually get and retain the value that the DiSC potentially offers.
- **Immobile** – competitors must not be able to take or copy the rare capability easily.

William has worked with a number of organisations to define their DiSCs and argues that for most organisations, these rest critically in the people as well as the history, values and culture of the organisation. They reflect something that can be said to really exist, at least in part or some of the time, rather than something that we'd like to have or could be.

When I first began exploring this I was worried by the idea that capabilities resting in the people should be described as 'Appropriable' or 'Immobile' because surely people can leave whenever they want? But, as pointed out in his paper 'HR Business: Achieving competitive

advantage through strategic talent management', there is an attendant risk of loss when the DiSC rests in only a few people, but less where it is a characteristic of a large number of people. *'Human capability... at the group level rather than individual skills, are not only extremely difficult to build but also difficult to copy. Their creation tends to be interwoven with Organizational culture, management style and other contextual factors that are impossible to replicate.'*

He gives an example in the same paper of a service organisation that he worked with (all identities were changed to protect the confidentiality of the client). As a result of the consultancy and workshop programme that William provided, the organisation then defined their DiSC as 'friendliness' and their strategy focussed around being the world's 'friendliest' provider in their sector.

This meant that their clients needed to experience that 'friendliness' in every

communication they received and in every contact that they had with the organisation. So the people that most needed to have this distinctive capability were not necessarily the leaders of the organisation – who rarely had direct contact with customers – but rather the mass of customer facing staff, many of whom were performing low skilled roles and might have been seen as less 'valuable', less a focus for development and easier to replace than other more senior employees. Certainly it was NOT the high potential employees that Talent Management typically appears to be focussed on.

The focus of William's consultancy then shifted to equipping the organisation with the tools to recruit 'friendly' people. This meant that they needed to define 'friendliness', as valued by their customers, in order that the organisation could measure and reward 'friendliness' and to equip leaders and managers with the skills and tools to develop and sustain 'friendliness' in those key staff.

It is interesting that until this was deliberately done, there was no part of the recruitment process that focussed on this quality – the recruitment of 'friendly' staff happened only accidentally or perhaps because 'friendly' people wanted to work in that kind of organisation and so were more likely to apply to an organisation seen as 'friendly'. And there was no part of the reward system that recognised it; no part of the leadership development that supported it.

A debate on the topic of distinctive strategic capabilities on LinkedIn earlier this year picked up on the links between DiSCs and Brands. A Brand may be aspired to within the organisation, but it is actually experienced outside of the organisation. It is in effect the way that the organisation, its products or its service

are perceived. So it does follow that if your Brand is 'friendly', you need a DiSC of 'friendliness' to deliver on the 'Brand promise'. Therefore the organisation will need genuinely 'friendly' people if the customer is to experience that 'friendliness' as authentic. But I'm not convinced that Branding, which tends to emphasise the need to 'act' consistently with the Brand is the same as nurturing a DiSC, which emphasises nurturing authentic characteristics.

Although the problem has its roots in the organisation's approach to Talent Management, I also see it played out in individuals and teams that we work with as coaches. I have been struck by how frequently clients find it difficult to describe with real clarity their purpose:

- As a leader of the team, what is the unique role that they play in delivering the team's success?



- As a leadership team, what do they provide that supports the organisation's strategy?

Just as an organisation has a DiSC, so every individual and every team has unique characteristics and attributes that are valued by their key stakeholders, and which they can build on to create greater success in the future. Of course, the barriers and stumbling blocks need to be addressed, but finding out what those individual and team DiSCs are, really understanding how they are valued and how they need to be developed, is part of what makes coaching so powerful. That's why at The OCM we are increasingly using a technique we call the 'Feedforward' approach that I developed with my previous partners in Jericho Partners to support our individual and team coaching.

We use a semi structured interview process with stakeholders to find out not just what barriers need shifting, but also how our clients uniquely add value, and how they can contribute more powerfully in the future. The insight it gives our clients is so much more powerful than 20 pages of comparisons to norms, bar charts and spider diagrams.

One of the most powerful examples of this was an individual I worked with a few years ago who had been shaken by a 360 that portrayed him as uncooperative to his peers and insufficiently focussed on the development of his staff. A 'Feedforward' exercise revealed an aspect that an earlier competence based 360 had missed: that he was seen as 'inspirational' by peers and direct reports alike. Sure, they found him difficult and often wanted more time with him. There were some 'non contingent capabilities' that he needed to bring up to standard. But above all they wanted him to carry on being confident, visionary and bloody minded. As one of them put it,

"These are difficult times, often the

challenges feel insurmountable. But when Bill tells us we will do it, you just know we will." Invaluable, unique and very nearly undermined by a competency framework, Bill was able to build on his authentic, uncopiable self-belief and optimism to create greater value for his team and the organisation as a whole.

As coaches, we all have an opportunity to focus our clients on their individual DiSCs, but when we are working in organisations, I think that we also have a responsibility to raise the organisation's awareness around its DiSC. Ask the question of the HR Partners and Leaders you work with; get them thinking about what talent really means in their organisation and maybe we can help Talent Management out of 'adequate' into 'exceptional'.

To learn more about The Resource Based View (RBV) reference:

Barney, J.B and Clark, D.N. 'Resource - Based Theory: Creating and Sustaining Competitive Advantage: Oxford University Press (2007)

Diane Newell, Managing Director Strategy and Leadership, The OCM

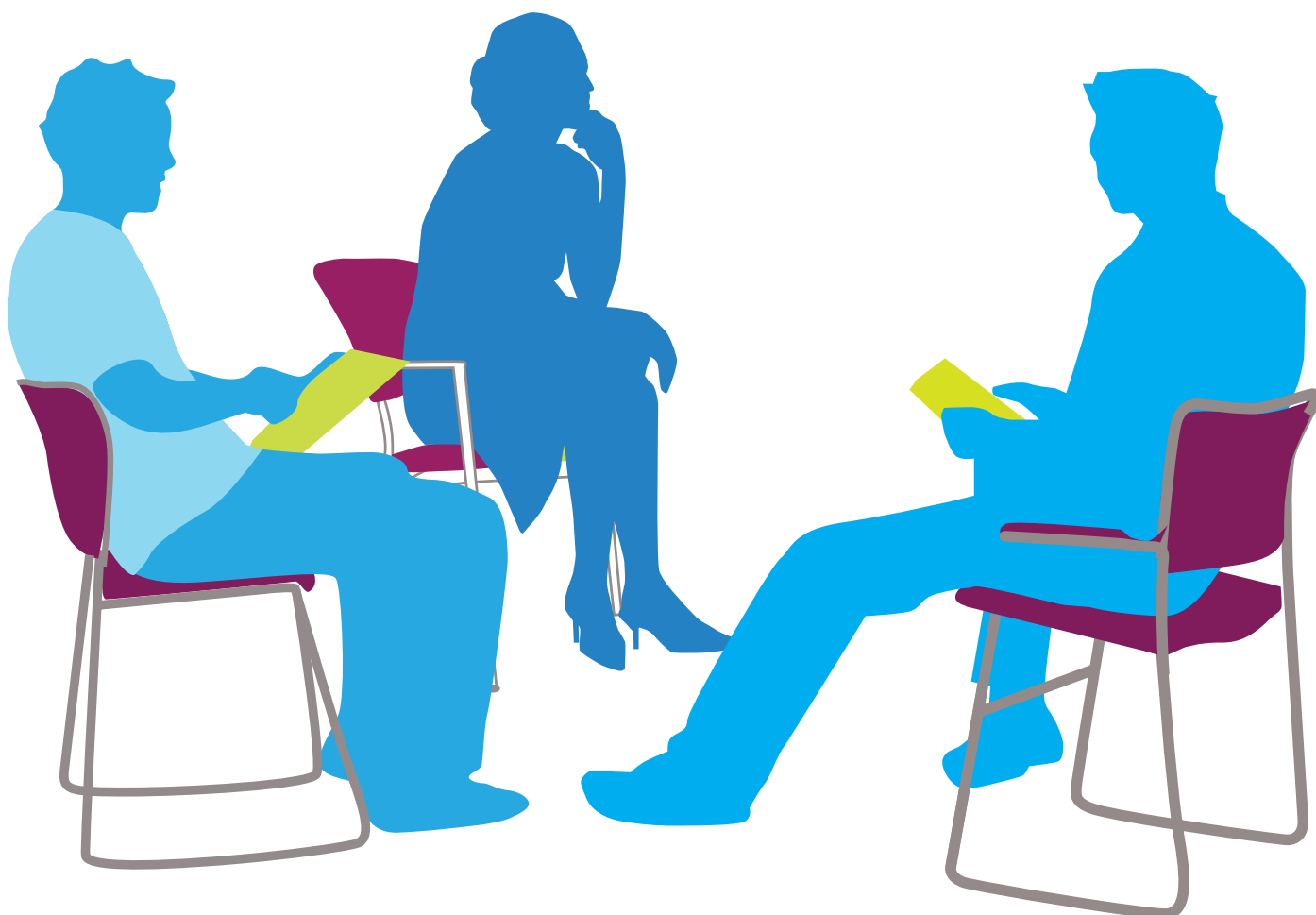
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Coaching for Development

A case study of developing internal coaching capability to support management development at The Open University.

Veronica Barnes



Background

By early 2009, The Open University (OU) had already embraced coaching, both in management style and in provision of coaching for senior members of staff, for over two years. They were about to implement an innovative management development programme and wanted this new 'Highly Effective Manager' (HEM) programme for their middle to senior managers to be supported by 1-to-1 coaching. The objective of the 1-to-1 coaching was to support participants in translating their learning from the modules into their specific work context. Veronica Barnes, Head of Human Resources Development for OU, asked three companies to tender and after a rigorous

selection process, The OCM was selected. The OU had been looking for a coaching programme which included:

- What coaching is for this programme (i.e. a coach/mentor) and the impact of coaching.
- Appropriate approaches i.e. directive v non-directive (with an emphasis on the latter).
- Core skills of coaching.
- Coaching models.
- Ethical issues.
- Lots of skills practice.

With a combination of workshops, 1-to-1

coaching and online learning, The OCM blended offering met all The OU's needs. They were particularly impressed by the strong academic underpinning The OCM's skills development programmes have, using much of the theory from their coaching qualification programmes which are externally accredited by Oxford Brookes University.

The 'Coaching for Development' Programme

As already mentioned, the programme needed to be very practice orientated with a strong theoretical underpinning to meet the high academic standards of The OU. The programme was launched with a highly practical two-day workshop,

where the focus was on experiential 'self-managed learning by doing'.

The participants then coached two participants from the HEM programme to help them apply their learning. They were supported and supervised in doing this by having their own Coach-Mentor Supervisor (CMS) from The OCM. The programme also had the benefit of being a fully blended experience with access to Internet based self-assessments, learning modules and video-based master classes from internationally recognised experts.

The First Cohort

Veronica was very keen to ensure that the right participants were selected and so worked with The OCM to develop a robust selection process using current best practice guidelines which consisted of three stages:

- An online self-assessment of core coaching and or mentoring competence.
- An online questionnaire of current coaching and/or mentoring practice.
- A selection interview.

It was also important to ensure that all the participants were already committed to the benefits of using a coaching style, had a reasonable understanding of coaching techniques, and were fully prepared and able to make the necessary time for further development of their coaching skills by undertaking the 50 hours of study required by this programme.

From this selection process, the first cohort of eleven motivated and committed OU participants was established and the pilot programme was launched in May 2009 with the two-day practical workshop. They were allocated two participants from the HEM programme to coach and in parallel, they were allocated their own CMS to

work with and provide supervisory support to develop their coaching skills, as well as role modelling coaching best practice.

The OU coaches were also encouraged to use coaching conversations within their own teams and with their colleagues, to cascade a coaching approach in their day to day interactions, thereby supporting The OU in their ongoing development of coaching.

Measurement and Evaluation

Once The OU coaches had completed at least four coaching sessions, The OCM used their 180-feedback tool to gather data from the HEM coachees on their perception of their coaches' progress and skills, as well as the benefits that they had gained from being coached. This data was consolidated into a score allowing comparison of The OU coaches against national averages derived by The OCM.

The outcomes showed that The OU coaches had done an excellent job in demonstrating the skills and characteristics of an effective coach-mentor, with average scores often being higher than The OCM averages. For example, a cohort average of around 90% was achieved for some of the key interpersonal skills such as 'listening actively', 'being non-judgemental' and ensuring the coachees 'retained responsibility for solving their own problems and changing their behaviour'.

The individual benefits section was also particularly high scoring, with all criteria being well above The OCM averages and showing just how much the coachees had gained from their coaching. This was further validated by some of the comments they made:

"Although I entered into the programme with a fairly open mind (or so I thought) I have been surprised at how valuable the

process has been. The time spent with my coach has enabled me to gain far more from the HEM than I ordinarily would, appreciate the lessons available in my daily working life and, more importantly, to put them into practice with rewarding results".

"It has been an extremely important and valuable part of the development programme and will probably prove to have been the most valuable aspect of it as there is such a direct focus on my immediate work and goals."

The feedback from The OU coaches was also very positive at their final review workshop and they identified some key learning they had taken from the programme:

- The importance of coaching in creating a safe space which provides opportunities to think.
- Coaching really helps to raise self awareness and self confidence.
- It provides an opportunity for the coachee to think about their own individual development and encourage the coachee to relate their development to organisational benefits.
- The importance of using coaching conversations with direct reports.

What then?

The Open University ran another cohort in March 2010 with eight participants. The programme was essentially the same, although the feedback gleaned from the pilot programme was used to make some changes. For example, all participants were asked to coach three coachees, two that would be allocated from the HEM programme and one that they identified from their own team or unit, thereby increasing the coaching practice and the number of people exposed to coaching.

Coaching for Development (cont.)

Feedback from the pilot had also highlighted that meeting up in small groups for 'Action Learning' outside of the workshops could provide real value and additional learning opportunities. This was an optional part of the blended learning programme and had been capitalised on by one group from the first cohort. It was therefore introduced and encouraged earlier on in the programme with the second cohort to see if more participants could get involved and reap the benefits.

This cohort completed earlier this year with another set of impressive results showing the new cohort's coaches had averaged well over 80% for their

The feedback from The OU coaches was very positive too, with many of the participants really wanting to continue to formally coach across The OU, something that Veronica was keen to encourage, not just to support future cohorts of the HEM programme, but also to create an internal pool of OU coaches that could provide development coaching to a broad range of OU staff.

Interestingly, the same outcome was in evidence from the Action Learning, namely that one group had taken off - met regularly and really gained from the experience - and the other had not. There were also a lot of suggestions on how the programme could be further developed

Conclusions

Veronica Barnes feels The OCM Coaching Programme has:

1. Provided a sound and professional foundation for the development of coaches across The OU.
2. Lived up to the choice of a provider with an 'academic underpinning' as models and theories have been challenged during the learning process.
3. Enabled individuals across the University to experience the empowering characteristic of coaching.

The passion and enthusiasm for coaching from both current 'students' and recent 'graduates' is fantastic and Veronica is currently looking at providing ongoing CPD and supervision to ensure continuous improvement.

Veronica Barnes, Head of Human Resources Development, The Open University

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coaching behaviours. Once again the comments from the HEM coachees were extremely positive:

"To summarise, my coaching sessions have been an invaluable part of my experience on the Highly Effective Manager course at The Open University. I think that the coach and I have established a high quality working relationship which has enabled our exchanges to be very open and have enabled them to examine in some detail my ethical and moral reasons for doing what I do (or don't do) as part of my professional role."

and how the two cohorts who had completed the training could perhaps support future cohorts and other coaching initiatives.

What next?

A third OCM coaching programme started in February 2011 with the new title of 'Management Coaching Programme', and with a much larger cohort of 15 coaches, which will almost double the pool of internal coaches to 30 when they complete in early 2012. As we go to print, it looks as though a further cohort might start this autumn.



3 Worlds 4 Territories Model of Supervision

Mike Munro Turner

Introduction

Awareness of self and others is at the heart of all coaching supervision for both supervisor and coach, just as it is at the heart of all coaching. But what do we need to be aware of in our selves and in others?

The 7-Eyed Model (Hawkins & Smith, 2010) provides one map of what we can attend to. I have found this model very helpful in directing my attention across the broad landscape of the supervision domain.

But as I have become more experienced as a supervisor, I have found myself needing to make finer distinctions about the individual participants' experiences. This article describes the coaching supervision model I developed in response to this need. The article is a shortened version of a chapter which will appear in the forthcoming book, *Coaching and Mentoring Supervision: Theory and Practice* edited by Bachirova, Jackson and Clutterbuck to be published later this year.

Function of the Model

Coaching supervision is generally seen to have three functions (Hawkins & Smith, 2006):

1. Resourcing – helping the coach manage the coachee's emotions which they pick up when working with coachees.
2. Development – developing the skills, understanding and capacities of the coach.
3. Qualitative – ensuring the quality of the coach's work.

The model presented here focuses on the third of these areas – and in particular on improving the quality and effectiveness of specific coaching relationships and interventions by helping the coach have new choices in their client work. However, in focusing on the Qualitative aspects, the

model also leads the coach into exploring and engaging with the Resourcing and Development issues they face.

This model is based on the belief that, by getting the whole system live in the room, the supervisor can tune into the wider system and use the thoughts, feelings and other experiences that arise to provide insight into the coaching, the coach and the coachee. The system here is considered to consist of the supervision session itself, the coaching, the coachee and their workplace, as well as the supervisor and the coach (Figure 1). Getting the system into the room refers to evoking and bringing into awareness all these aspects, either directly because they are happening in the moment, or indirectly because they have been evoked through the memory, imagination and intuition of the supervisee and supervisor. The model provides a map of this system to help the supervisor direct their attention and that of the supervisee to all the relevant elements of the system.

The 3 Worlds 4 Territories (3W4T) Model

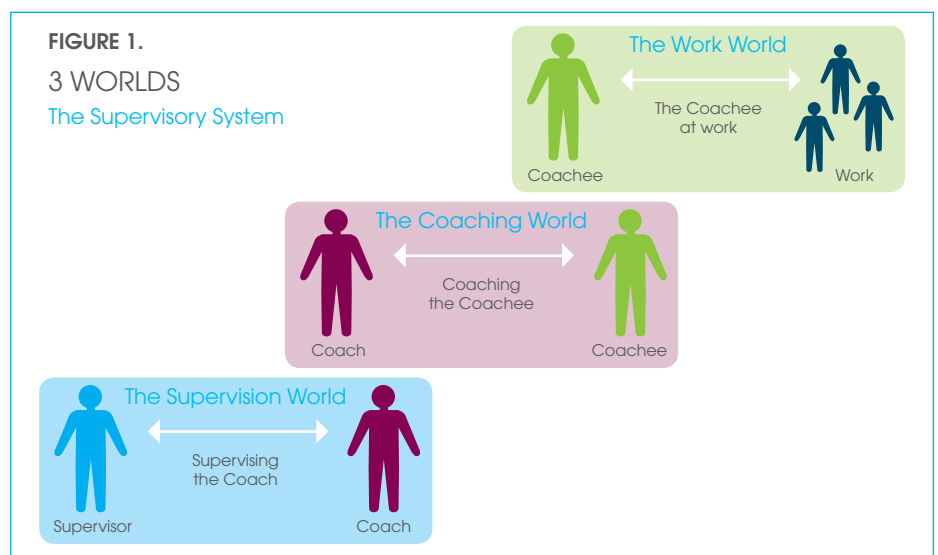
The 3 Worlds 4 Territories (3W4T) Model describes the 3 'Worlds' the Supervisor can

attend to – the coachee's world, the coaching session, and the supervision session. Within each of these worlds, the supervisor can attend to 4 territories of experience for each of the players involved (themselves, the coach and the coachee). The four territories are Insight, Readiness, Authentic Vision and Skilful Action.

The 3 Worlds

Effective supervisors ensure that they attend to what is happening across the whole Supervisory System. To do this they pay attention to 3 sub-systems or 'Worlds':

1. The Work World – which consists of the coachee in their workplace and wider life.
2. The Coaching World – which consists of the coach and coachee in the coaching session. Like the Work World, the supervisor has only indirect experience of Coaching World, either through what the coach tells the supervisor overtly or through what is unconsciously evoked in the supervisor.
3. The Supervision World – which consists of the supervisor and the coach in the supervision session, and which the supervisor has direct experience of (because, of course, they are part of it!).



3 Worlds 4 Territories Model of Supervision (cont.)

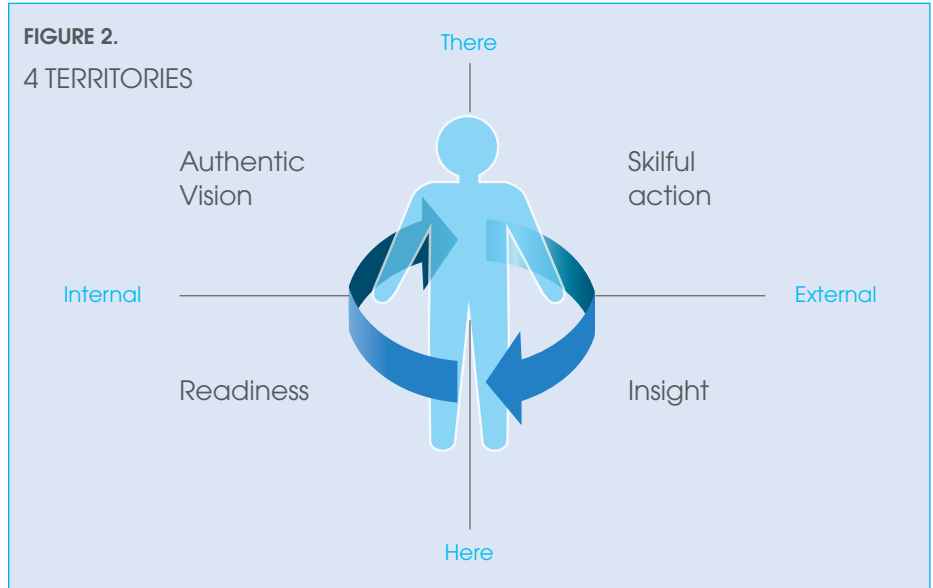
These worlds are linked together in two principal ways:

- By the coach, who is present in the Coaching World and the Supervision World. It is they who bring the coaching world into the supervision session (and so provide the content for the supervisor to work with). It is they who then take the shifts they make and the insights they have back into the coaching session.
- By the coachee, who is present in the Work World and the Coaching World. They bring their experience of the work world into the coaching session in order to explore the challenges they face (and so provide the content for the coach to work with). They then take the shifts they make and the insights they have back into the workplace.

These linkages create resonances between the worlds, which leads to aspects of the Coaching and Work Worlds being present within the supervision session. So when the coach enters the supervision session, they bring with them a whole network of conscious and unconscious knowledge, feelings, imaginings, perceptions, needs, desires and intuitions about what happened in the coaching and back in the coachee's world. By encouraging and amplifying these resonances, particularly those that the coach is unaware of, and by developing sensitivity to them, the supervisor is able to access information about, and generate insight into, what is occurring in the coaching session and the coachee's world. This information and insight can then be used to help the coach gain insight and develop new choices in their coaching work.

A Model of the Person

The experience of each of the individuals involved (supervisor, coach and coachee) can be represented using the 4 Territories Model (also known variously as the



Renewal Model and the Jericho Model) which maps the four territories of experience: Insight, Readiness, Authentic Vision and Skilful Action (Newell & Munro Turner, 2008). It is derived from a Right Relations model developed by Danielle Roux (private communications, 1989-1992).

In using the 4 territories framework to reflect on our work and understand the various worlds involved, we are interested in what we attend to or focus on in the supervision session. For each of the four territories these are shown in Table 1.

Territory	Aspect of the Self	Focus
Insight: seeing what is and what could be in my world.	Sensing, perceiving	What I sense and perceive as having happened as filtered and moulded by my preconceptions, prejudices, projections and assumptions.
Readiness: attending to what constrains or enables me in my response to my world; developing my flexibility and resilience.	Feelings and concrete mind	My inner experience as evoked by my perception of what has happened, my meaning systems, personal history, habitual thoughts, etc.
Authentic Vision: clarifying the difference that I want to make; my desired way of being; my intent.	Creative mind	My imagined ideas about how things could be otherwise, my ability to think differently and explore possibilities.
Skilful Action: transforming vision into action.	Body	My behaviours - what I did, or might do - guided by my vision of how things could be different.

TABLE 1. Focus and the 4 Territories

Three Worlds and Four Territories (3W4T)

Combining the 4 territories model with the 3 worlds models allows the perspectives the supervisor can attend to in the supervision session to be mapped. There are 8 different perspectives – these are listed below along with some examples of where the supervisor might focus their attention. Perspective 3 has been described in greater detail to illustrate how the Four Territories model fits within the Three Worlds model.

The supervisor can:

1. Ask the coach questions about the coachee – their psychology, purpose, behaviours and performance, and the wider organisational context they operate in.
2. Ask the coach questions about the coachee in the coaching session – what they want from the coaching, their appearance and how they acted.

3. Ask the coach questions to help them reflect on what they experienced and did in the session:

- Insight: What did you notice about the coachee, what themes and patterns did you notice in their story?
- Readiness: What were you thinking and feeling, what were you not able to say to or ask the coachee?
- Vision: What was your intent in the session, what was the difference you were trying to make?
- Action: What was your approach in the session, what did you do, what interventions did you make?

4. Help the coach reflect on the relationship between them and the coachee – perhaps using the classic, “What would happen if you and the coachee were cast away on a desert island?” question.

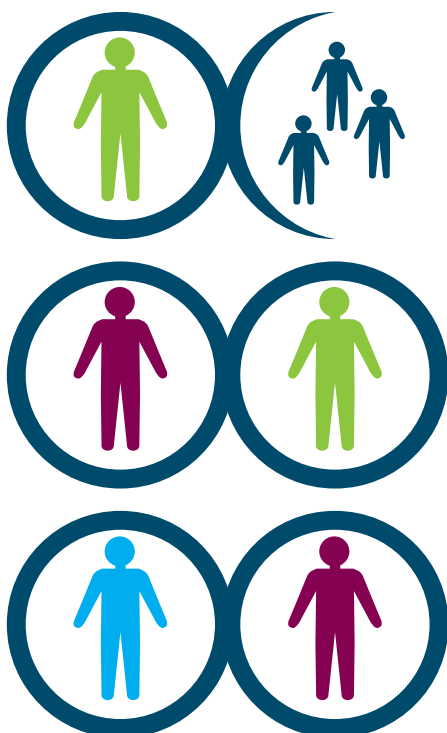
5. Focus on the coach as they are in the supervision session – asking them what they are imagining, intuiting and feeling.

6. Use their own experience in the moment to be aware of what is going on for them – wondering what is being evoked in their own experience that they might not be seeing.

7. Notice what is happening in their own relationship with the coach and in the Supervision World as a whole – and in particular notice what parallel process is occurring.

8. Notice and work with the relationship between the different systems, helping the coach make the shift in the supervision session that will lead them to being able to shift the coachee and so cause a shift back at work.

A more detailed description of these perspectives along with examples of the kinds of questions that might bring that aspect of the supervisory system into the



3 Worlds 4 Territories Model of Supervision (cont.)

supervision session can be found in the forthcoming book mentioned earlier.

Using the Model

The principal purpose of this model is to provide a map of what a supervisor can attend to so as to ensure that the whole system is brought into the room. It can be useful in a number of ways:

- For novice supervisors, it provides a framework to guide our interventions, enabling us to ensure that we cover the necessary ground. As we become more familiar with the model, so using it to guide our attention will become increasingly second nature.
- For coaches working in peer group supervision sessions, it provides a structure to our conversation, helping us to cover the territories effectively.
- For experienced supervisors, it provides an anchor point to which we can return when we feel lost or cast adrift in our supervision sessions. It also shows us where we prefer to focus as supervisors and where our gaze does not fall.
- For all supervisors, it provides a framework for reflecting after a supervision session on the session and analysing what happened, and a structure for writing it up. After the session

in the case illustration above had finished, I reflected using the 3W4T model on what had happened. Some of the movement described above only became apparent in this post-session, sense-making process. More became apparent only in writing this case illustration.

- For coaches using a 2 World (Work and Coaching worlds) 4 Territory model, it enables self-supervision and reflection after coaching sessions. The output from this can then be a useful input to our supervision sessions.

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Learning through the art of “conversation”

Liz Buckle and
Elaine Patterson



a result of our experiences together.

This then made us curious to find out what, how and why this was going on at almost a subterranean level, below the surface of the group, and in this we turned to the work of C. Otto Scharmer and colleagues, as well as Nancy Kline and the work of Robert Kegan to help us to frame our new understandings.

Participants cited huge changes which they had noticed in their life and work; for example noticeable re-engagement with work or business projects, a deeper appreciation of how they ‘show up’ – and the impact that this has in their coaching relationships, freeing of energies to move forward, and an exploration of the wider, more spiritual dimensions of coaching and personal development.

As two of our programme participants said:

“I found it really helpful to hear about others’ work experiences in this very professional and non-judgemental setting. I found the peer supervision process - the listening, the offering of what is being noticed and then an invitation to explore our wider learning - a particularly helpful process.”

“The programme helped me to focus more on my signature for my coaching practice and to make me think far more deeply about my current and future supervision needs. Although the group was small, the telephone supervision sessions we had were very powerful, open in terms of our exchanges and thought provoking.”

What did we learn?

Putting this together we discovered:

1. The Importance of Robust Contracting
Robust contracting enabled us to create and open up the space within which

Introduction

2010 saw the launch of a new pilot CPD and Supervision Programme by The OCM. This article reviews what the facilitators learnt from the pilot and asks, “What next?”

What was driving us?

The authors met through associate work with The OCM. Liz was a Coach Trainer and Developer and Elaine had recently qualified as a Coach Supervisor. Both wanted to explore how, and if, CPD and Supervision could be blended in a way which added value to both types of learning opportunities.

The authors designed the pilot to address what was seen:

- a. As a gap in support after initial coach training and qualification when new coaches might feel isolated and alone, and where more experienced coaches might have plateaued.
- b. To test if there was scope to integrate CPD with Supervision, rather than working along supporting but parallel tracks.

What was designed?

A blended programme was designed which offered a group of six coaches a mix of two face-to-face days with telephone supervision, with access to The OCM online materials, as well as resources available on ‘The Coachvine’ web-site.

Very strong contracting was put in place to build and assure mutual safety, openness, trust and confidentiality. In addition, creative tools like the use of the metaphor cards helped to build connection quickly and effortlessly. The programme was held loosely together by the broad themes of:

- Developing Your Coaching Signature and
- Deepening Your Practice

What did we notice?

We had wanted to create the space for people to have conversations about what mattered to them. But nothing had quite prepared us for the impact that this had on all of us by the end of the 12 months. Nearly everyone was in some way different and re-energised as

Learning through the art of “conversation” (cont.)

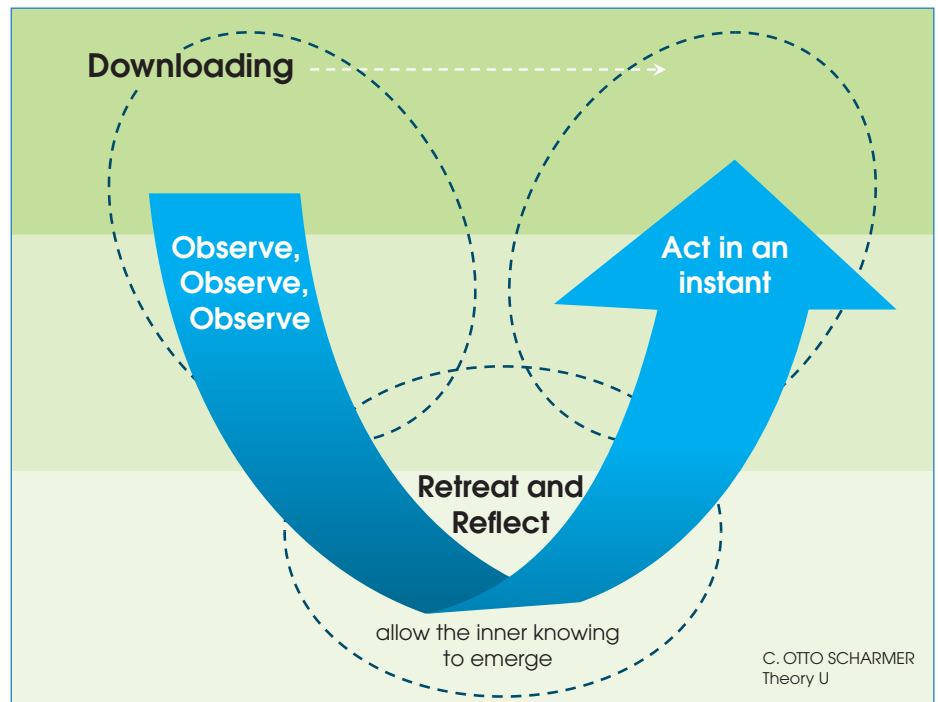
people were able to work; to listen to themselves, to be heard by others, to trust and to be trusted, and where our fundamental connection is in our shared humanity rather than in our jobs, labels or roles. The mutual appreciation and respect which the group extended to each other was heart warming, powerful and also empowering.

2. Holding the Space For Reflective Learning

Holding and valuing the space where the participants felt safe and supported was absolutely critical in creating robust learning partnerships and a small learning community. But critically, what this meant was that people were freed from the logical thinking brains to being able to access their creative brains, alongside the wisdom and intelligence of their hearts and bodies, to generate a much richer field of information from which they could make their choices for action. The issues that people brought to our conversations were used to prompt reflective inquiry, which had application to the person bringing the issue and to the rest of the group by inviting them to consider their meta learning from what they had just experienced.

3. Blending Care with Incisive Precision

We also noticed that whilst this space was full of fun, support and compassion, it was also paradoxically – or perhaps because of it – one of the most rigorous learning environments which the authors had experienced. This was because often incisive challenges could be offered with permission to each other: freedom the robust contracting had given to the group and to each other. It might also have been significant that it was known that these relationships in this format were also time limited by the nature of the programme.



4. Trying to Define ‘Conversation’ and ‘Dialogue’

The Oxford English Dictionary defines ‘conversation’ as “*the informal exchange of ideas by spoken words...*”. But it also became clear that this was a poor definition of what we had experienced because there was more happening in and through the relationships, the spaces in-between and the field which we had co-created and co-designed between us.

We then moved to exploring what is meant by ‘dialogue’ from the Greek, where “*dia*” which means “*through*” or “*by way of*” and “*logos*” means “*word*” or “*relationship*”, and so “*dialogue*” means “*through words and through the relationship*”. But also the literal definition of ‘word’ does not mean enough unless a broader definition of it is taken.

The OED defines word as “*a sound or any combination of sounds... (customarily with a space on either side of it but none within it)*”. This starts to move us into the wider vibrations which can occur when there is a full engagement of the human senses with our hearts, minds and gut, and

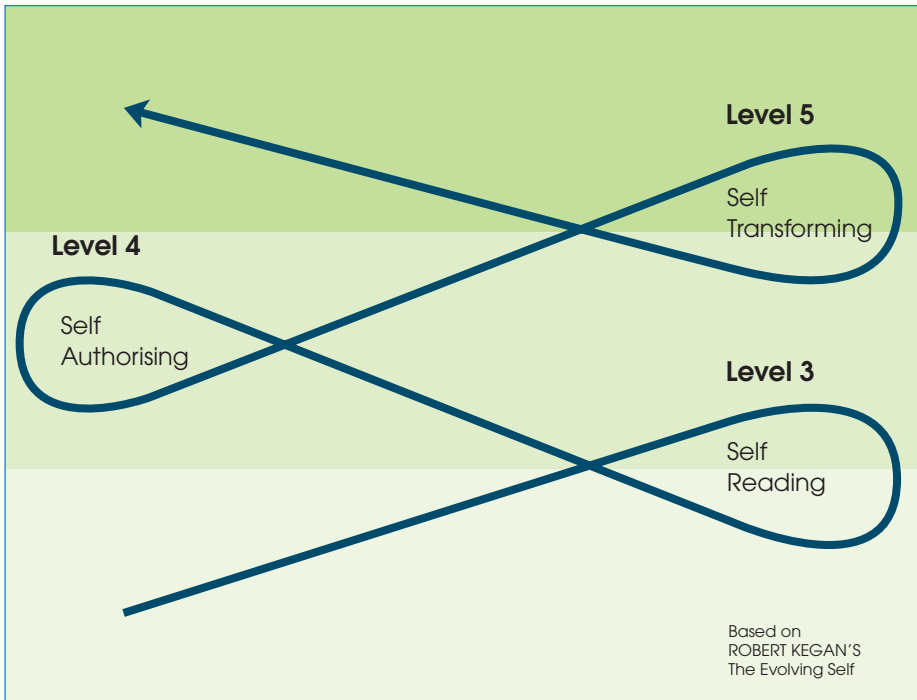
when individual energies touch. Inevitably this takes us into a much wider world of quantum physics (and is a series of separate articles in its own right!).

5. Wrapping some theoretical frames around our work using Scharmer’s ‘Theory U’ and Kegan’s ‘Levels of Consciousness’

The group were introduced to some basic theory to help us to hold our work together:

a. Experiencing Otto Scharmer’s ‘U Curve’

The authors were experimenting with the application of Otto Scharmer’s ‘Theory U’ as a way of helping them to understand the processes of individual and group learning which was taking place: conversation by conversation, presenting issue by presenting issue and of the extent of the engagement, new learning and transformation. This meant having the courage to pause, to see with fresh eyes, and to let go of habits and assumptions in order to experience new possibilities and potential which could then be crystallised for moving forward.



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We found that adapted and simplified 'Theory U' was a great way of navigating the conversational and associated learning processes and, critically, of helping people to name where they were at.

b. Experiencing Kegan's 'Different Levels of Consciousness'

What we also noticed was that this process of learning was also helping (in subtle ways) to build momentum to help people shift to what Kegan calls 'different levels of consciousness and different stages of development'. This involved standing back and reflecting on their personal and professional journeys to notice the emerging patterns and to notice what needed attention in order to continue to grow and develop.

Summary

It was a pleasure and a privilege for us to have the opportunity to pilot our ideas. In conclusion we found that there was huge value in combining the best of CPD and the best of Supervision in a way which blends some specific, targeted

skills development with opportunities for powerful, reflective learning within a time-limited programme.

We also became very aware that this approach will suit some, but not every coach, depending on where they find themselves in their lives and work at particular times.

The authors want to extend a huge 'thank you' to the participants of the pilot for their generosity to each other and for their rich feedback which has helped us to develop our programme ideas.

Postscript

The authors have now re-vamped The OCM CPD and Supervision Programme based on their experiences and the feedback they received from the participants from the pilot. A new 12 month programme will be running from October 2011 and expressions of interest should be forwarded to **Mark Lester at The OCM on 01869 338989.**

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